DOCUMENT RESUME

ED 054 092 SP 007 236

AUTHOR	Watkins, Ruth C.
TITLE	Reading Guide and Selected Multi-Media. 1-12 Appendix.
INSTITUTION	Clark County School District, Las Vegas, Nev.
PUB DATE	69
NOTE	166p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	*Audiovisual Aids, *Curriculum Guides, *Elementary Education, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 12, *Reading Instruction, *Secondary Education

ABSTRACT

GRADES OR AGES: Grades 1-12. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: This appendix which is intended for use with the Grades 1-12 Reading Guide (SP 007 235), contains both actual materials for use in the program and information on other recommended materials. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: These are listed in the main guide, although some of the working materials in the appendix include student activities. INSTRUCTIONAL MATERIALS: The materials included in the guide are 1) applications related to dialects, 2) English sounds difficult for children of other language backgrounds, 3) book sharing, 4) interest inventory, 5) comprehensive reading record sheets, 6) disability checklist, 7) checklist of reading difficulties, 8) reading clinic 1967, 9) tests of phonic skills, 10) diagnostic spelling tests, 11) individual oral reading tests, 12) articulation test form, 13) review of sounding, 14) the utility of 45 phonic generalizations, 15) Dolch basic word list, 16) Queens word list, 17) Dale list of 769 easy words, 18) word opposite tests, 19) phonogram list, and 20) the 4000-word list. Additional materials listed include books for various levels, books children enjoy having read aloud, Newberry Award winning books, and extensive lists of audio-visual materials for all levels. STUDENT ASSESSMENT: No evaluation criteria are included except for the tests listed above. (MBM)

7236

Reading Guide

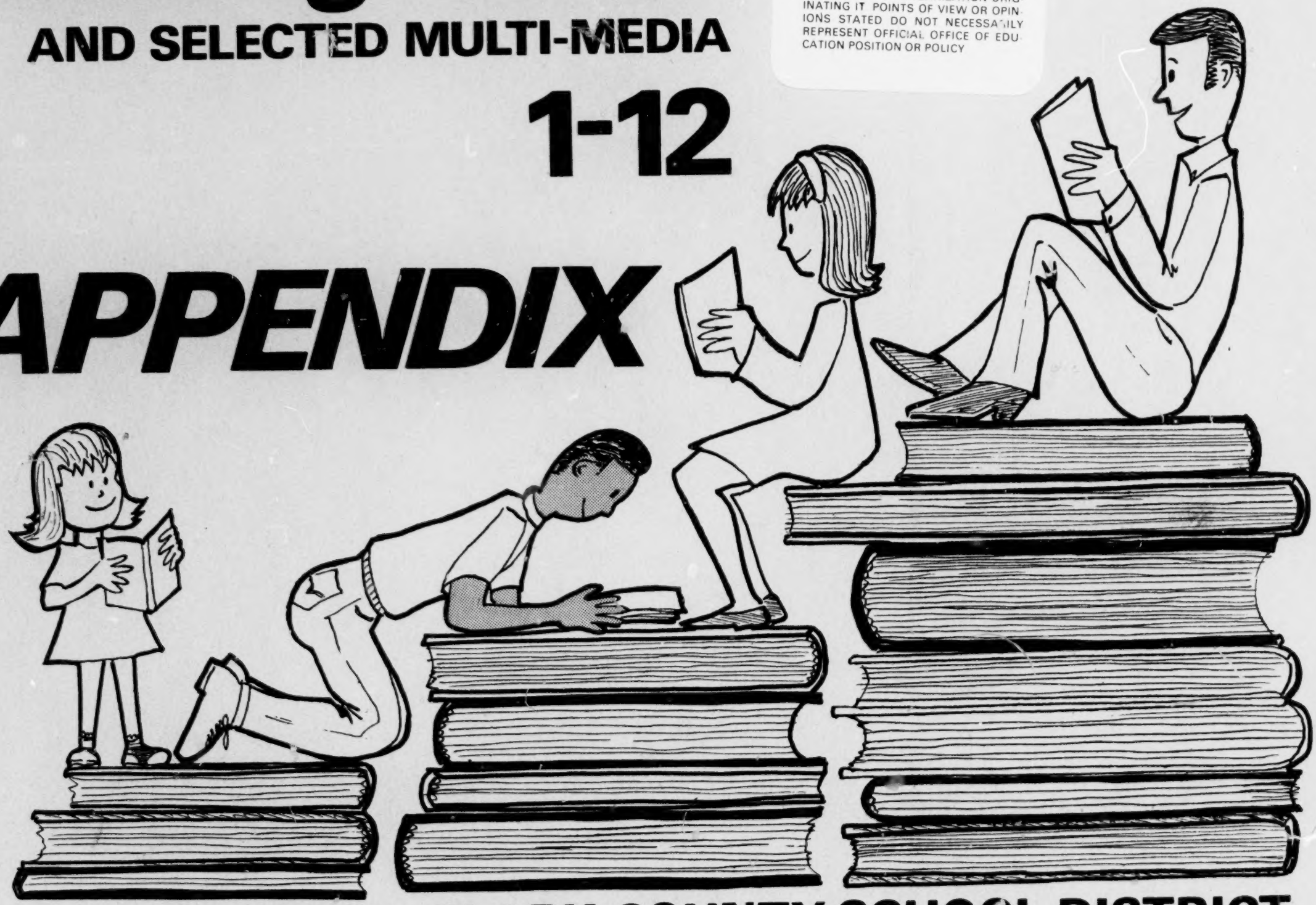
AND SELECTED MULTI-MEDIA

1-12

APPENDIX

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED054092



SP007236

CLARK COUNTY SCHOOL DISTRICT

Board of School Trustees

Mr. George W. Wilkinson, President
Mr. Glen C. Taylor, Vice-President
Mr. Dell H. Robison, Clerk
Dr. Clare W. Woodbury, Member
Mrs. Helen C. Cannon, Member
Mr. C. Donald Brown, Member
Mr. Alick J. Mackie, Member

Administration

Mr. Kenny C. Guinn
Superintendent

Dr. Clifford J. Lawrence, Associate Superintendent
Division of Educational Services

Mr. Robert Dunsheath, Director
Department of Curriculum Services

Mr. Preston T. Bishop, Coordinator
Office of Curriculum Services

Mr. Roger Gehring, Specialist
Office of Media Selection Services

Mr. Ronald M. Gaydosh, Consultant
Office of Curriculum Services

Mr. John Paul, Associate Superintendent
Division of Administration

Mr. Willard Beitz, Zone Superintendent
Valley Zone

Dr. Henry C. Bozarth, Zone Superintendent
Western Zone

Dr. James Embree, Zone Superintendent
Las Vegas Zone

Mr. Raymond L. Sturm, Zone Superintendent
So.Nev. Voc.Tech. Center and Adult Education

Mr. Theron Swcinston, Zone Superintendent
Clark Zone

Mr. James Williams, Zone Superintendent
Rancho Zone

ED054092

FOREWORD

Curriculum developers are currently striving to meet the demands of society to provide for individualization of instruction rather than mass education at each grade level. This Reading Guide will provide the vehicle to achieve a developmental reading program on a nongraded basis.

As Reading Consultant directing the Reading Task Force in the writing of this Guide, it was my privilege to have the opportunity to work with six qualified teachers from the District representing all reading levels.

Teachers will find this Reading Guide a useful tool for classroom use; and, although teaching techniques are suggested, this is not a document for prescriptive teaching.

Special recognition is given to the Multi-Media Selection Committee and Professional Growth Services for their contributions.

Ruth C. Watkins

Reading Consultant

APPENDIX

The material offered in this appendix has been extracted from many publications and collected by teachers of reading who have found the various word lists, informal diagnostic tests, skills check list, interest inventory, book lists, and articles extremely helpful in their reading programs.

TABLE OF CONTENTS

Introduction to Appendix i

Applications Related to Dialects 1

English Sounds Difficult for Children of Other Language Background . . . 9

Book Selection List 16

Books Children Enjoy Having Read Aloud 22

Reading Record of Newberry Award Winning Books 27

Book Sharing 29

Interest Inventory 34

Comprehensive Reading Record Sheet 36

Disability Checklist 37

Checklist of Reading Difficulties 40

Reading Clinic 1967 (Reading Record Form by Kottmeyer) 41

Tests of Phonics Skills 42

Diagnostic Spelling Test (grades three and above) 44

Individual Oral Reading Tests 46

Articulation Test Form. 50

Review of Sounding 51

The Utility of Forty-Five Phonic Generalization 67

Dolch Basic Word List 74

Queens Word List 76

Dale List of 769 Easy Words 77

Word Opposites Test (Botel) 81
(Key) 86

Phonogram List (D.D. Durrell) 87

The 4000-Word List 92

Philosophy of Reading Multi-Media Selection Committee 111

Reading Multimedia Adoption
Level 1 112
Level 2 120
Level 3 128
Level 4 136
Levels 5 - 8 143
Levels 9 - 12 151

Epilogue 158

Poems ("With Eyes That See" - "To My Child's First Teacher) 159

Pages for Teacher's Notes 160

APPLICATIONS RELATED TO DIALECTS

Exercises With Dialects

First Exercise

To be used in areas where there are many regional dialects in the classroom.(schools near military bases, cosmopolitan areas, etc.)

This would be an excellent activity for the first days of a new term. It could be used in the intermediate grades, to introduce the students to one another, to review locations, etc.

On a large wall map of the world, locate the home town (or native country) of each student. Indicate each location with the name of the student on a colored marker. Let each student talk about his section. Listen for some dialectal differences that are peculiar to the area of the school. When the student has finished, say, "Do you know one way we might have known that you came from another section of America, even if you had not told us?"

Some students may suggest that we would know by hearing him talk.

"What did Johnny say that sounded different?" (Let students discuss some differences.) Then, say, "But did you know that everybody in _____ says that word much as Johnny says it? The way people talk in a certain part of the country is called their dialect. Usually, the dialects of Americans can be grouped under the areas like this."

Begin construction of a dialectal chart similar to Chart I (following page). As students suggest differences, keep this as a continuous chart throughout the year as other differences are discovered.

Then say, "There is another dialectal difference, other than pronunciation, that is found in many regions. This is a difference in words. Mary, what do you call the little cakes we may have for breakfast? We eat them with syrup and usually serve bacon or sausage with them." Mary might say, "Hot cakes." Johnny, what do you call them? Joe, what do you call them? As students give various names, begin construction of a chart similar to Chart II (page 3).

CHART I

Variations in Pronunciation

Regular Spelling	East - New England		Southern		Mid-Western	
	Dict. Pron.	Phone. Trans.	Dict. Pron.	Phone. Trans.	Dict. Pron.	Phone. Trans.
farm	(fäm)	/fahm/	(fäm)	/fahm/	(färm)	/farm/
after	(ăftẽ)	/áeftə/	(ăftẽ)	/áeftə/	(ăftẽr)	/aéf-tər/
path	(päth)	/paə/	(păth)	/paeə/	(păth)	/paeə/
orange	(ärənj)	/árənĭ/	(arənj)	/árənĭ/	(ŏrənj)	/orənĭ/
horror	(härẽ)	/hárə/	(härẽ)	/hárə/	(hôrẽr)	/hórər/
college	(kawlij)	/kólɨĭ/	(kŏlij)	/kálɨĭ/	(kŏlij)	/káliĭ/
rock	(rawk)	/rok/	(rŏk)	/rak/	(rŏk)	/rak/
tired	(tī-ẽd)	(tayad/	(tärd)	/tahrd/	(tīrd)	/tayrd/
cow	(kău)	/kaew/	(kău)	/kaew/	(kou)	/kaw/
news	(nōōz)	/nuwz/	(nūz)	/nyuwz/	(nōōz)	/nuwz/
tune	(tōōn)	/tuwn/	(tūn)	/tyuwn/	(tōōn)	/tuwn/
pen	(pĕn)	/pen/	(pĭn)	/pin/	(pĕn)	/pen/
greasy	(grē-zĭ)	/griyzɨ/	(grē-zĭ)	/griyzɨ/	(grē-sĭ)	/griysɨ/

CHART II

Variations in Terminology

NORTH	MIDLAND	SOUTH
pail	bucket	bucket slop bucket
burlap bag, burlap sack	gunny sack	croker sack crocus sack
wish bone, lunch bone	wish bone	pully bone pull bone
fritter, pancake	flannel cake hot cake, pancake	batter cake
screech owl	screech owl	scrich owl scrooch owl shivering owl
spider	skillet	frying pan

(NOTE: The above geographical divisions apply to areas on the east coast of the U. S. The northern area extends from northern New England to central Pennsylvania; the midland area extends from central Pennsylvania to South Carolina in the area that lies west of the Blue Ridge Mountains. Dialect variations are still more pronounced along the east coast but the major linguistic areas outlined above have fanned out in a westward direction, so that many of the dialect differences found in the major east coast areas will also be found in the respective northern, central, and southern states as far west as the Rocky Mountains. The term "General American" is often used to denote the common speech of the midwestern and western states.[26])

[26]Nebraska Curriculum Development Center, op. cit., pp. 138-139.

Second Exercise

Students may enjoy finding stories and reading them orally. Following oral reading they may translate the passage into the dialect of the region in which they live. The teacher should make students realize that all speech is some dialect. Students may be encouraged to find out the time and geographical setting of the story. The dialect may then be related to the history of the region. If the dialect has been influenced by another nationality group, the reason for the dialectal differences may be explained in terms of the difference in the native language and English.

Third Exercise

Perhaps an upper elementary class could be lead to develop a language unit using the scientific method of the linguist, viz.--- investigation to discover the variety of speech patterns used in their own community. Undoubtedly, some of the same discoveries will be made that a linguist might find: there will be the folk speech of those who have little or no formal education and the more refined speech of college graduates, especially those in the professions.

Preceding the setting up of the investigating teams, readings and observations of infants learning to speak could be used as a means of helping students to discover how language developed. They will want to find out

1. how the cave man talked,
2. how written language developed,
3. how modern means of communication ended, and
4. what a linguist is.

Linguistic teams could be set up within the classroom for the purpose of investigating and recording common speech patterns. Perhaps they may be looking for particular forms of speech such as the use of I seen, he don't, we'uns, you'uns, and others peculiar to the region. A definite form for recording these should be planned. The student will no doubt want to discover the speech patterns of

1. their schoolmates,
2. adult friends,
3. teachers and other professional people with whom they have contact,
4. people of other regions, if possible,
5. manual laborers,and
6. white collar workers.

As reports are brought in, speech patterns will be examined in light of the history of the region and the etymology of the word. At the same time, the speech of the less educated will be contrasted with that of the more cultured.

Questions for which answers are sought are:

1. Why do speech patterns vary?
2. Why is one form of speech preferred to another?
3. What speech is desirable for us?

As this unit progresses, recordings in dialect may be used for illustrative purposes. Tape recordings of the student's speech may also be made. Folk songs can be sung and stories written in dialect enjoyed, as has been mentioned previously.

Some modern workbooks include exercises dealing with colloquial and dialectal usage, e.g., set of workbooks accompanying the J.B. Lippincott Basic Reading Series.

Fourth Exercise

Teachers who have a knowledge of American English dialects will find many ways in which these dialects can be used for enrichment purposes. For example -- when studying the history and geography of the New England states, what better way would there be to make dry historical dates and geographical locations come alive than to read some stories having dialectal flavor such as "Thar She Blows," a whaling story in which the author, Paul Johnston, has preserved the old New England dialect. Two more fascinating seacoast tales are "Block Island Wreckers"-- an old yarn told to Joseph Mitchell by a sea captain and his crew-- and the daring adventures of "Old Stormalong" -- the New England version of Superman.

Moving down along the Gulf Coast and up the Mississippi River, the teacher will find innumerable samples of literature that portray the varying dialects of the South. Which student would not enjoy the delightful Uncle Remus stories and the immortal books of Mark Twain?

While studying pioneer days and the explorations of the Middle West, no social studies course would be complete without an account of the exploits of such heros as Paul Bunyan, Davy Crockett, Mike Fink, Pecos Bill, Johnny Appleseed, and Daniel Boone-- all excellent samples of the inimitable dialect of the hardy pioneers.

Then there are the immortal characters of the West--Buffalo Bill, Wild Bill Hickock, Billy the Kid--and the great stories of O'Henry and Bret Harte. These are but a few samples of American literature in which the various dialects of the country play such a vital part.

Over and above the role of dialect in literature, history, and geography, there still remains another area that the classroom teacher cannot afford to neglect--vix. that of MUSIC. Just a superficial review of the field reveals such songs as those of Stephen Foster filled with dialect--the almost countless cowboy songs and the poignant words and melodies of the Negro Spirituals.

Finally, the cultural medium of art could be used as a culminating activity to the above units of study. Many more facts of history, geography, and literature would be retained if these were made the subject of the students' art classes.

Truly, the creative teacher will find no difficulty in locating a wealth of material for enrichment in the treasure of our dialects.

Fifth Exercise

This suggestion is for use with upper elementary and junior high students. In addition to the usual dictionary skills taught in the past (locating words in the dictionary, choosing one of several meanings to fit a particular context, using diacritical markings and key words as a guide to pronunciation), it is recommended that the following also be taught:

1. Use of the preface and introductory notes to discover, if possible, the editor's source of authority for his entries; the reason for the choice of entries; which pronunciation, if any, is preferable ; meanings of symbols; and other information regarding the general make-up of the book.

2. The importance of the date of publication.

3. The meaning of etymology, its usefulness, and the use of the dictionary as a source of such information.

4. Use of out-of-date dictionaries to note language changes.

5. The value of cross-references before reaching a final decision regarding dictionary entries.

It cannot be emphasized too strongly that no legal authority is vested in any dictionary. Editors themselves do not make this claim. Entries are not final nor is every acceptable pronunciation and meaning necessarily listed. Choices of entries rest entirely with the editors.

The preface and introductory notes (too often neglected by both teachers and students) will clarify some mistaken ideas regarding the intent of the editors. Many people think the first pronunciation listed is preferable to the others. Several dictionaries were checked. In no case did the editors indicate a preference for one pronunciation entry above another.

Dictionaries recommended for the use of students and teachers:

1. Merriam-Webster's Third New International Dictionary (entries are complete and related to contemporary American life.)

2. The New English Pronouncing Dictionary, commonly known as The Oxford Dictionary (a valuable source of information, relating to language changes. Origin of words is traced back to Old English)

Conclusion

In conclusion the following may be emphasized:

1. Linguistic science is not new. Scientific studies of language began in Europe during the early nineteenth century. Linguists have accumulated and recorded a vast amount of knowledge related to language. Worthy of note to teachers are two facts:

   a. All language is spoken in some dialectal form. Standard language is a prestige dialect.

   b. Language always has been and continues to be in a constant state of change. Language that is accepted in circles of the educated during one generation may be completely unacceptable to the next. (Example: Ax along with ox and oxi, was the acceptable pronunciation of ask during the Middle English Period, 1200-1600.)

2. Teachers would do well to acquaint themselves with the work of dialectologists in this country.

3. Teachers should be continually aware that the spoken language is the basis for developing all language art skills. The student who does not talk is not likely to read. It behooves the teacher, therefore, to see to it that the student feels comfortable with the language he brings to school lest he ceases to talk because he thinks that what he has to say and the way in which he says it is unacceptable.

4. Dialects may create some pedagogical problems. They can also be a source of enrichment in many areas of learning. A few suggestions of ways in which dialects may be related to a language arts program have been made. It is hoped that the teacher will regard these suggestions merely as such, and she will devise means of developing language understandings and appreciations to fit the particular situation of her classroom.

English Sounds Difficult for Children of Other Language Background

SYMBOLS	EXAMPLES	LANGUAGE SPOKEN IN HOME																												
		French	Haitian	Italian	Portuguese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Kannada	Tamil	Malayalam	Telagu	Indonesian	Burmese	Chinese	Korean	Japanese	Laotian	Thai	Vietnamese	
i	pit give								✓			✓			✓									✓						
e	pet said								✓															✓		✓				
ae	pat have								✓															✓		✓				
i/e	pit pet								✓															✓		✓				
e/ae	pet pat								✓															✓		✓			✓	
i/e/ae	pit pet pat								✓	✓	✓													✓		✓			✓	
a	pot								✓															✓		✓				
ɔ	call								✓															✓		✓				
ə	putt	✓	✓						✓															✓		✓				
ae/a/ɔ	lack lock call								✓															✓		✓	✓	✓		
ə/a/ɔ	putt pot call								✓															✓		✓				
ae/a/ɔ/ə	lack lock call putt								✓															✓		✓				
u	put								✓															✓		✓				
u/ə	put putt							✓	✓															✓						
u/ə/a	put putt pot								✓	✓														✓		✓				
ɔh/ah	saw calm								✓															✓		✓				
u/ə/a/ h	put putt pot paw								✓															✓		✓				
iy	see								✓															✓		✓				
ey	say								✓															✓		✓				
ay	sigh								✓															✓		✓			✓	
oy	boy								✓															✓		✓				
iy/ey	see say								✓															✓		✓				
ay/oy	sigh boy								✓															✓		✓				
iy/ey ay/oy	see say sigh boy								✓															✓		✓				

English Sounds Difficult for Children of Other Language Background

SYMBOLS	EXAMPLES	LANGUAGE SPOKEN IN HOME																												
		French	Haitian	Italian	Portuguese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Kannada	Tamil	Malayalam	Telagu	Indonesian	Burmese	Chinese	Korean	Japanese	Laotian	Thai	Vietnamese
i/iy	pit peat	✓	✓	✓		✓			✓	✓	✓	✓	✓		✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	
e/ey	pet pate	✓	✓			✓			✓	✓	✓			✓	✓							✓	✓	✓	✓	✓	✓	✓	
i/iy e/ey	pit peat pet pate								✓															✓		✓			
aw	house							✓	✓															✓		✓			
ow	no							✓	✓	✓														✓		✓			
uw	two								✓															✓		✓			✓
uw/yuw	two few							✓	✓															✓		✓			
aw/ow	how ho								✓		✓													✓		✓			
ow/ɔh	so saw							✓	✓					✓										✓		✓			
aw/ɔh	house saw							✓	✓					✓										✓		✓			
aw/ow/uw	house ho saw							✓	✓															✓		✓			
u/uw	put two	✓	✓	✓		✓			✓	✓	✓	✓	✓		✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	
aw/ow/uw/yuw	house ho two few								✓															✓		✓			
ihr	ear								✓															✓		✓			
ehr	air								✓															✓		✓			
ohr	or								✓															✓		✓			
uhr	sure								✓															✓		✓			
ahr	are								✓															✓		✓			
ər	her								✓															✓		✓			
ihr/ehr/ohr	ear air or								✓															✓		✓			
uhr/ahr/ər	your are her																												
ar/ihr	her hear								✓															✓		✓			
ər/ehr	her hair								✓															✓		✓			
ər/ahr/ohr	her are pour								✓															✓		✓			

English Sounds Difficult for Children of Other Language Background

SYMBOLS	EXAMPLES	LANGUAGE SPOKEN IN HOME																												
		French	Haitian	Italian	Portugese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Kannada	Tamil	Malayalam	Telagu	Indonesian	Burmese	Chinese	Korean	Japanese	Laotian	Thai	Vietnamese
ð	then	✓	✓	✓			✓	✓						✓								✓		✓	✓	✓	✓	✓	
θ	thick	✓	✓	✓			✓	✓						✓								✓		✓	✓	✓	✓	✓	
d/θ	mouthe mouth		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
s	say														✓					✓	✓	✓							
s/č	soo chew																			✓	✓	✓							
z	zoo																												
s/z	sue zoo					✓	✓	✓											✓	✓							✓	✓	
t	tell																												
d	dell					✓																		✓					
t/d	to do					✓														✓									
t/θ	tin thin						✓						✓	✓					✓		✓								
d/ð	dough though						✓						✓								✓								
d/ð/z	dough though zoo																												
s/z/t/d/θ/d	say zoo to do thin then	s/r/d	✓			s/o					s/o																		
f	fine													✓								✓							
v	vine													✓								✓		✓					
f/v	fine vine																						✓						
w	wine							✓						✓															
ill/will	illow willow																	✓	✓		✓								
w/v	wine vine					✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		
f/v/w	fine vine wine																												
h	here	✓	✓	✓	✓																								
vowel/h + vowel	ill hill																		✓			✓							
y	you																												✓

English Sounds Difficult for Children of Other Language Background

SYMBOLS	EXAMPLES	LANGUAGE SPOKEN IN HOME																										
		French	Haitian	Italian	Portugese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Kannada	Tamil	Malayalam	Telagu	Indonesian	Burmese	Chinese	Korean	Japanese	Loatian	Thai	Vietnamese
ell/yell	ellow yellow																	✓	✓		✓	✓							
j	jay																											
y/j	yaw jaw					✓	✓																					
h/y/j	haw yaw jaw																											
č	chin																											
š	shin													✓	✓		✓					✓							
š/č	shin chin	✓	✓				✓												✓	✓	✓			✓		✓	✓	✓	
č/j	chip jip				✓																						✓	✓	
č/š/j	chip ship jip																												
p	pan									✓																		
b	Dan																							✓				
zd/ld/rd	closed held heard													✓								✓	✓	✓	✓	✓	✓	✓
h/š	ho show																							✓				
j/ž	major measure	✓	✓																					✓				
y/ž	may your measure		✓																							✓		
f/h	fat hat																									✓		
vowel/y + vowel	ell yell																											
vowel/w + vowel	ill will																											
s/č	soo chew				✓																							
vowel drills			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
final consonants			✓		ℓ	voiced			voiced																		voiced & 0		
final stops					✓																	✓							
initial + final clusters						✓			✓												✓	✓	✓	✓	✓	✓	✓	✓
l/r clusters																					✓	✓	✓	✓	✓	✓	✓	✓
final cluster																												
all clusters					✓					✓																✓		

English Sounds Difficult for Children of Other Language Background

SYMBOLS	EXAMPLES	LANGUAGE SPOKEN IN HOME																												
		French	Haitian	Italian	Portugese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Kannada	Tamil	Malayalam	Telagu	Indonesian	Burmese	Chinese	Korean	Japanese	Loatian	Thai	Vietnamese
all voiced sounds																								✓				
p/t/č/k medial																								✓				
p/t/č/k before nasals																								✓				
nasals after d and r					✓				✓															✓				
unstressed syllables						✓																						
polysyllables																												
stress			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
intonation			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
p/b	pan ban						✓													✓									
b/v	ban van					✓								✓	✓	✓	✓												
p/b/v	pan ban van																												
k	come								Ke Ki																			✓
g	gum																							✓				
k/g	come gun																			✓								
p/t/č/k	pin tin chin kin																			✓								
b/d/j/g	big dig jig gig											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							
ž	measure																												
ǧ/ž	glacier glazier																												
f/θ/s/š	fin thin sin shin			s/š		s/š								s/š	s/š	s/š	s/š	š/ž							s/š	s/š		✓
v/ð/z/ž	vie thy zoo vision																								z/ž	z/ž	ž/ž	z/ž
r	room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
l	loom			FINAL				✓	✓														FINAL	FINAL					
r/l	room loom				✓							✓				✓							✓	✓	✓		✓	✓	
m	mice					✓																							
n	nice					✓	✓	✓	✓	✓	MEDIAL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ŋ	long																												

English Sounds Difficult for Children of Other Language Background

SYMBOLS	EXAMPLES	LANGUAGE SPOKEN AT HOME																												
		French	Haitian	Italian	Portugese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Kannada	Tamil	Malayalam	Telagu	Indonesian	Burmese	Chinese	Korean	Japanese	Loatian	Thai	Vietnamese
ɳ g	finger							✓	✓																					
gl/gr	glass grass													✓																
fl/fr	fly fry													✓																
gl/gr/fl/fr	glass grass fly fry																													
tr/θr/dr	true threw drew																													
tr/θr	true threw											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									
rp/rt/rč/rk	harp heart porch pork																													
rb/rd/rg/rj	barb bard berg barge																													
rf/rθ/rv/rð	careful earth nerve farther																													
rs/rs/rz/rž	person harsh hers Persian					✓																								
rl/rm/rn	girl arm turn																													
ps/ts/ks/fs/θs	caps cats backs calf's bath's					✓	✓	✓			✓	✓							✓	✓	✓	✓	✓	✓	✓	t/ts	t/ts	✓	✓	
pt/kt/ft	stopped talked laughed																		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
st/št/čt	passed wished reached					✓	✓	✓				✓							✓	✓	✓	✓								
bz/dz/gz/vz/ðz	cabs beds dogs wives paths														✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
mz/nz/ŋz/lz/rz	names pens songs pals cars														✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
bd/jd/gd/rd/ðd	sobbed budget bagged barred bathed														✓								✓	✓	✓	✓	✓	✓	✓	
md/nd/ŋd	seemed rained longed																						✓	✓	✓	✓	✓	✓	✓	
n/ŋ	lawn long						✓																							

English Sounds Difficult for Children of Other Language Background

SYMBOLS	EXAMPLES	LANGUAGE SPOKEN AT HOME																												
		French	Haitian	Italian	Portugese	Spanish	German	Polish	Turkish	Arabic	Iranian	Gujerati	Marathi	Hindi	Bengali	Oriya	Assamese	Kannada	Tamil	Malayalam	Telagu	Indonesian	Burmese	Chinese	Korean	Japanese	Loatian	Thai	Vietnamese
n/ŋg	sinner finger																													
ŋ/ŋg	singer finger							✓																	✓					
oŋ/uŋ/wŋ																														✓
ŋ/ŋg/ŋk	long finger think																													
m/n/ŋg/ŋ/ŋk	ham sun finger sung sunk																													
mp/nt/nd/nč	lamp sent send bench																													
mp/mb/nd/n/t/ŋ/nt/ŋg	rumple rumble band ban bat bang bent bangle																													
sl/sw	sling swing					✓	✓				✓			✓																
st/sts	last lasts					✓	✓				✓			✓																
sk/sks	risk risks					✓	✓				✓			✓																
sp/sps	lisp lisps					✓	✓				✓			✓																
skr/str	sgrean stream					✓	✓				✓			✓																
spr/spl/s	spray splay shay					✓	✓				✓			✓																
sm/sn	smack snack					✓	✓				✓			✓																
pl/pr	play pray																													
kl/kr	cloud crowd																													
bl/br	bled bread																													
pl/pr/kl/kr	play pray cloud crowd																													

BOOK SELECTION LIST

The "literature approach" is a most effective way to bring about multi-racial and multi-ethnic understanding in the classroom. The following book list has been compiled to aid the teacher in providing the students with books that will help them to grow in understanding and to advance toward self-appreciation, identification, and an awareness of others.

PRIMARY LEVEL

BAD BOY, GOOD BOY, Ets, $4.10. The youngest son of a large Mexican family in California tries to solve his problems.

THE LITTLE BROWN HEN, Martin, $3.56. A Negro child works to give his mother a birthday present.

WELCOME CHILD, Buck, $3.64. A Korean orphan comes to the United States.

THAT BAD CARLOS, Lewiton, $3.27. Warm, perceptive story of Puerto Rican life in New York City.

EL PERRITO, Trez, $2.41. Dual-language book tells the amusing story of a little dog who outwits bigger dogs.

SENOR BABY ELEPHANT, THE PIRATE, Joslin, $2.67. Baby Elephant sets out to hunt buried treasure in Puerto Rico. Spanish words and phrases.

WE SAY HAPPY BIRTHDAY, Rider, $1.93. Sharing the fun of Julia's birthday, in Spanish and in English.

THE WISE ROOSTER, Prieto, $2.86. The legend of how the animals learned to speak on Christmas Eve, told in Spanish and English.

JOEY AND THE FAWN, Lewis, $3.11. A Negro child overcomes his fear of deer.

ROSA, Politi, $3.12. Charming story of a Mexican girl.

YOUR SKIN AND MINE, Showers, $3.51. Simple, basic facts about skin color.

TWENTY-ONE CHILDREN, Ormsby, $3.11. A Spanish-speaking pupil arrives in school.

ONE LUMINARIA FOR ANTONIO, Hood, $2.52. Dual-language story in English and Spanish.

THERE IS A BULL ON MY BALCONY, Joslin, $2.67. Wit and wisdom for meeting any situation in this charming Spanish-English book.

WHEN WE GO TO SCHOOL, Rider, $1.93. School adventures with two boys, in Spanish and English.

GETTING TO KNOW THE CONGO RIVER, Robbins, $2.86. Life along the Congo River today is accurately described.

PRIMARY LEVEL

GETTING TO KNOW KENYA, Ingalls, $2.86. The customs and history of Kenya.

GETTING TO KNOW THE SAHARA, Joy, $2.86. The struggles and the beauty of life in the desert.

GETTING TO KNOW TANZANIA, Joy, $2.86. Fascinating account of Tanzania.

THE MFUMS, Grove, $3.41. Amusing tales of two lovable children, living in Ghana.

THEY LIVED LIKE THIS IN ANCIENT AFRICA, Neurath, $1.98. The civilization of ancient Africa.

MORE TALES FROM THE STORY HAT, Aardema, $3.69. A new collection of African fables.

SUCH IS THE WAY OF THE WORLD, Elkin, $3.21. A young Ethiopian boy's pet monkey escapes into the jungle.

GETTING TO KNOW NIGERIA, Olden, $2.86. Nigeria's history, culture, products and resources.

GETTING TO KNOW SOUTH AFRICA, Ingalls, $2.86. South Africa today, with reference to its people and policies.

THE AFRICANS KNEW, Pine, $3.28. The daily life of the ancient Africans over 6,000 years ago.

OUR NEIGHBORS IN AFRICA, Caldwell, $2.39. Well-illustrated book about Africa and its people.

THE ADVENTURES OF SPIDER, Arkhurst, $3.56. Six stories about children in Liberia and Ghana.

OLODE THE HUNTER, Courlander, $2.63. Folk tale from the Yoruba people of Nigeria.

WHY THE SUN WAS LATE, Elkin, $3.00. A free rendition of an old African folk tale.

INTERMEDIATE LEVEL

ADAM BOOKOUT, Shotwell, $3.77. Adam comes from Oklahoma to live in his cousin's racially-mixed neighborhood.

THE EMPTY SCHOOLHOUSE, Carlson, $3.79. School integration story.

NEW BOY IN SCHOOL, Justus, $2.28. Lennie must adjust to the big city and a new all-white school.

SAN FRANCISCO BOY, Lenski, $4.29. A Chinese-American boy discovers the richness of his double heritage.

A SUMMER ADVENTURE, Lewis, $2.92. Ross Pennock, a Negro boy, starts a zoo in his backyard.

TRUST A CITY KID, Huston, $3.52. A boy from Harlem spends a summer with a Quaker family.

AFRICA IS PEOPLE, Nolen, $6.88. Culture and history of Africa.

THE FIRST BOOK OF AFRICA, Hughes, $1.98. Exciting story of Africa's ancient kingdoms, explorers, and empire builders.

BERRIES GOODMAN, Neville, $3.27. A city boy encounters anti-Semitism when he moves to the suburbs.

HIGH-RISE SECRET, Lenski, $3.39. Realistic story of the activities of city children in a crowded housing project.

SAIL, CALYPSON, Jones, $3.47. A Negro and a white boy become friends as they repair a sailboat.

SKID, Hayes, $2.28. The only Negro boy in a white school proves himself.

TESSIE, Jackson, $4.43. A Harlem teenager faces new problems in a private school.

THE WEED WALK, Sutton, $3.49. Lorri is torn between her ideals and a friend's false values when a Negro family moves next door.

THE ART OF AFRICA, Glubok, $4.11. The art of Africa in cave paintings, masks, poetry and musical instruments.

LET'S VISIT MIDDLE AFRICA, Caldwell, $2.86. The history, people and customs of East and Central Africa and the Congo.

INTERMEDIATE LEVEL

THE PEOPLES OF AFRICA, Turnbull, $3.86. The diverse peoples of Africa and their different traditions.

PLAYTIME IN AFRICA, Sutherland, $3.41. Rhythmic text with beautiful photographs of children playing in Ghana.

CONGO FIRESIDE TALES, Savory, $2.63. The history, songs, and sagas of the Congo are captured in these authentic folk tales.

TALES TOLD NEAR A CROCODILE, Harman, $3.77. Ten legends of the 6 tribes of Africa's Lake Nyanza region.

BORN TO PLAY BALL, Mays, $3.29. Story of Willie Mays, in his own words.

FAMOUS NEGRO ATHLETES, Bontemps, $2.45. Biographies of Negro athletes in all areas of the sports world.

THE FIRST BOOK OF AMERICAN NEGROES, Young, $1.98. The contributions of American Negroes from the Civil War to the present.

FORTEN THE SAILMAKER, Douty, $3.47. Story of a free Negro who operated a successful sailmaking shop when America was still a colony.

"I SAW YOU FROM AFAR," Perkins, $3.07. Daily life of the oldest inhabitants of South Africa.

THE SHATTERED SKULL, Perkins, $3.07. Glimpses of life in different parts of Africa today.

THE KING'S DRUM, Courlander, $2.10. Twenty-three stories of wisdom, humor, and courage from Africa.

ADVENTURES OF THE NEGRO COWBOYS, Durham, $2.45. Fascinating story of the many Negro cowboys who helped tame the Wild West.

DR. GEORGE WASHINGTON CARVER, Graham, $3.34. Story of the world famous Negro scientist.

FAMOUS NEGRO HEROES OF AMERICA, Hughes, $2.45. Biographies of 16 American Negro patriots, explorers, and war heroes.

THE FIRST BOOK OF JAZZ, Hughes, $1.98. Authoritative introduction to jazz musicians and jazz music.

HARRIET TUBMAN, Humphreville, $2.20. The flame of freedom was fanned by this woman who helped others to freedom.

INTERMEDIATE LEVEL

JACKIE ROBINSON OF THE BROOKLYN DODGERS, Shapiro, $3.34. Biography, with photographs, of a great baseball star.

THE NEGRO IN AMERICA, Spangler, $3.95. The struggle of Negroes in America who have sought freedom and justice.

THE PICTURE LIFE OF RALPH J. BUNCHE, Young, $1.98. Informative story about one man's efforts to promote world peace.

A SPECIAL BRAVERY, Johnston, $3.23. Highlights of the accomplishments of 15 American Negroes from Crispus Attucks to Martin Luther King, Jr.

YOUR MOST HUMBLE SERVANT, Graham, $3.34. Life of Benjamin Banneker, Negro mathematician and astronomer.

JEAN BAPTISTE POINTE DE SABLE, Graham, $3.34. Fascinating story of the Negro who founded the city of Chicago.

THE PICTURE LIFE OF MARTIN LUTHER KING, JR., Young, $1.98. The achievements of a prominent leader in Civil Rights.

SLAVERY IN THE UNITED STATES, Ingraham, $1.98. History for young people.

YOUNG JIM, Tarry, $2.63. Story of the boyhood of James Weldon Johnson, great Negro poet and writer.

SECONDARY LEVEL

AFRICAN SAMSON, Harman, $3.37. A legend similar to the Biblical tale of Samson interwoven with African customs.

GUILLOT'S AFRICAN FOLK TALES, Guillot, $2.96. Beautiful gathering of African tales.

THE CONGO, McKown, $4.46. The mystery, magic, beauty and tragedy of the great Congo River.

TRADITION AND CHANGE IN AFRICAN TRIBAL LIFE, Turnbull, $5.57. African life, from birth to death, is traced and analyzed.

THE WILDLIFE OF AFRICA, Arundel, $4.17. Fascinating history of animal life in Africa and man's impact upon it.

AFRICAN VILLAGE FOLK TALES, Kaula, $3.86. Twenty brisk and funny tales from tribal storytellers.

AFRICA, PAST AND PRESENT, Thompson, $3.50. Survey of African history with many photographs.

LEADERS OF NEW AFRICA, Kaula, $3.86. The lives and accomplishments of leaders of new emerging nations.

TROPICAL AFRICA TODAY, Kimble, $2.77. Tropical Africa is discussed as a cultural area rather than a series of national states.

BOOKS CHILDREN ENJOY HAVING READ ALOUD

Lower Elementary

AUTHOR	TITLE
Bemelmans, Ludwig	*The Madeline Books
Burton, Virginia	*Katy and the Big Snow (and others)
Bishop, Claire	*The Five Chinese Brothers
Daugherty, James	Andy and the Lion
Fischer, Hans	Pitschi
Flack, Marjorie	The Angus Books
	*The Story About Ping
Gag, Wanda	*Millions of Cats
Gannett, Ruth	My Father's Dragon
Guilfoile, Elizabeth	Nobody Listens to Andrew
Hader, Berta	*The Big Snow (and others)
Heilbroner, Joan	Robert, the Rose Horse
Hoff, Carol	Danny the Dinosaur
Keats, Ezra	Whistle for Willie
	*The Snowy Day
Lattimore, Eleanor	Little Pear (and others)
Lenski, Lois	The Little Auto (and others)
Lindgren, Astrid	The Tomten
McCloskey, Robert	*The Biggest Bear (and others)
	*Make Way for Ducklings
Milne, A. A.	Winnie-the-Pooh
Minarik, Else	Father Bear Come Home (and others)
Newberry, Clare	April's Kittens
Payne, _____	Katy No-Pocket
Politi, Leo	All Things Bright and Beautiful (and others)
Potter, Beatrix	The Tale of Peter Rabbit
Quigley, Lillian	The Blind Man and the Elephant
Rey, H. A.	*Curious George (and others)
Seuss, Dr.	Horton Hatches the Egg (and others)
Slobodkins, Louis	*Caps for Sale
Tresselt, Alvin	*White Snow, Bright Snow

*These stories are available in the Weston Woods filmstrip-record series.

Middle Elementary

AUTHOR	TITLE
Atwater, Richard	Mr. Popper's Penguins
Boston, L. M.	The Teasure of Green Knowe
Brock, Emma	Here Comes Kristie (and others)
Brooks, Walter	Freddy and the Detectives
Byars, Betsy	Clementine
Clark, Ann Nolan	Little Navajo Bluebird (and others)
Cleary, Beverly	Henry Huggins (and others)
Church, Richard	Five Boys
DeJong, Meindert	Wheel on the School (and others)
Estes, Eleanor	The Hundred Dresses
Embry, Margaret	The Blue-Nosed Witch
Farley, Walter	The Big Black Horse (and others)
Faulkner, Georgene	Melindy's Medal
Godden, Rumer	The Doll's House
Haywood, Carolyn	"B" is for Betsy (and others)
Holling, Holling C.	The Tree in the Trail (and others)
Jones, Elizabeth	Twig
Lawson, Robert	Rabbit Hill
LeGrand, Matilda	Sampson Catches a Mystery
Lenski, Lois	Prairie School (and others)
Lewis, C. S.	The Lion, the Witch, and the Wardrobe
Lindgren, Astrid	Pippi Longstocking
Lindquist, Jennie	The Golden Name Day
Lovelace, Maud	Betsy-Tacy
McCloskey, Robert	Lentil
McGregor, Ellen	Miss Pickerell Goes to Mars (and others)
McGinley, Phyllis	The Plain Princess
Mason, Miriam	Caroline and Her Kettle Named Maud (and others)
Meigs, Cornelia	The Willow Whistle
Moore, Lilliam	The Snake That Went to School
Orton, Helen	Treasure in the Little Trunk
Rounds, Glen	The Blind Colt
Selden, George	The Cricket in Times Square
Slobodkin, Louis	The Space Ship Under the Tree
Titus, Eve	Basil of Baker Street
Todd, Ruthven	Space Cat
Travers, Pamela	Mary Poppins
Uchida, Yoshiko	Takao and Grandfather's Sword
White, E.B.	Charlott's Web
	Stuart Little
Yashimo, Taro	Crow Boy
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Upper Elementary

AUTHOR	TITLE
Benary-Isbert	The Ark (and others)
Best, _____	Desmond the Dog Detective
Bontemps, Arna	Sugar Hill
Brink, Carol	Caddie Woodlawn
Bulla, Clyde	Sword in the Tree
Clark, Ann Nolan	Secret of the Andes
Coatsworth, Elizabeth	Hitty, Her First Hundred Years
DeAngeli, Marguerite	The Door in the Wall
DeFoe, Daniel	Robinson Crusoe
DeJong, Meindert	House of Sixty Fathers
DuSoe, Robert	Three Without Fear
Edmonds, Walter	The Matchlock Gun
Enright, Elizabeth	The Saturdays (and others)
Estes, Eleanor	The Moffats (and others)
Field, Rachel	The Cat Who Went to Heaven
Gipson, Fred	Old Yeller
Graham, Kenneth	Wind in the Willows
Gray, Elizabeth	Adam of the Road
Hale, Lucretia	The Peterkin Papers
Henry, Marguerite	Misty of Chincoteague (and others)
Irving, Washington	Rip Van Winkle (and others)
Kelly, Eric P.	The Trumpeter of Krakow
Krumgold, Joseph	And Now Miguel
Lenski, Lois	Strawberry Girl (and others)
Lofting, Hugh	The Story of Doctor Doolittle
McCloskey, Robert	Homer Price (and others)
Mason, Miriam	The Middle Sister
Norton, Mary	The Borrowers (and others)
O'Dell, _____	Island of the Blue Dolphins
Plye, Howard	Men of Iron
Seredy, Kate	The White Stag
Sinclair, Upton	The Gnobile
Smith, Agnes	An Edge of the Forest
Sorenson, Virginia	Plain Girl
Spear, Elizabeth	The Witch of Blackbird Pond
Stevenson, Robert L.	Treasure Island
Taylor, Sydney	All-of-a-Kind Family
Twain, Mark	Adventures of Tom Sawyer (and others)
Ullman, James	Banner in the Sky
Underhill, R.	Antelope Singer (Paiute Indians of Nevada)
Wilder, _____	The Little House Books

Biographies

AUTHOR	TITLE
Bulla	Squanto
	Childhood of Famous Americans (series)
Gilbreth	Cheaper by the Dozen
Hickok	Story of Helen Keller
Holbrook	Wyatt Earp
	Wild Bill Hickock
Horizon Magazine	Joan of Arc
McNeer	(Osceola) War Chief of the Seminoles
Schoor	Roy Campanella
	Young John Kennedy
West	Benjamin West and His Gray Cat Grimalkin

Fairy Tale and Story Collections

AUTHOR	TITLE
Anglund	Nibble, Nibble Mousekin
Arbuthnot	Time for Fairy Tales
A.C.E.I.	Told Under the Green Umbrella
Boy's Life	Books of Stories
Fenner	Ghosts, Ghosts, Ghosts
	Indians, Indians, Indians (and others)
Grimm	Household Stories
Hutchinson	Candle-Light Stories
	Chimney Corner Fairy Tales
Kipling	Just So Stories
Rackham	Arthur Rackham's Fairy Book
Rojankovsky	The Tall Book of Nursery Tales

Poetry Collections

Arbuthnot
de la Mare
Fischer

Lear

McGinley
Nash
O'Neill
Sandburg
Stevenson

Time for Poetry
Peacock Pie
In the Woods, In the Meadow, In the Sky
Limericks by Lear
The Complete Nonsense Book
Boys Are Awful
Girls Are Silly
Hailstones and Halibut Bones
Early Moon
A Child's Garden of Verses

Folklore Collections

Blair
Cothran

Daugherty
Felton

Tall Tale America
With a Wig, With a Wag, and Other American Folk Tales
Their Weight in Wildcats
Legends of Paul Bunyan

For further information about these and other books, the teacher may refer to the annotated listings found in the H.W.Wilson Company Children's Catalog available in any school library. The teacher is encouraged to make additions to these lists on the spaces provided at the end of each section.

THE NEWBERY AWARD

PURPOSE: To introduce children to the best in books.

The Newbery Medal is an annual award presented to the author of the most distinguished contribution to American literature for children published in the preceding year.

READING RECORD OF NEWBERY AWARD WINNING BOOKS

Year	Title and Author	Reading Completed
1922	The Story of Mankind, Van Loon	
1923	Voyages of Dr. Dolittle, Lofting	
1924	The Dark Frigate, Hawes	
1925	Tales From Silver Lands, Finger	
1926	Shen of the Sea, Chrisman	
1927	Smoky, the Cowhorse, James	
1928	Gay Neck, Mukerji	
1929	Trumpeter of Krakow, Kelly	
1930	Hitty, Her First Hundred Years, Field	
1931	The Cat Who Went to Heaven, Coatsworth	
1932	Waterless Mountain, Armer	
1933	Young Fu of the Upper Yangtze, Lewis	
1934	Invincible Louisa, Meigs	
1935	Dobry, Shannon	
1936	Caddie Woodlawn, Brink	
1937	Roller Skates, Sawyer	
1938	The White Stag, Seredy	
1939	Thimble Summer, Enright	
1940	Daniel Boone, Daugherty	
1941	Call it Courage, Sperry	
1942	The Matchlock Gun, Edmonds	
1943	Adam of the Road, Gray	
1944	Johnny Tremain, Forbes	
1945	Robbit Hill, Lawson	
1946	Strawberry Girl, Lenski	
1947	Miss Hickory, Bailey	
1948	The Twenty-One Balloons, Du Bois	
1949	King of the Wind, Henry	
1950	The Door in the Wall, De Angeli	
1951	Amos Fortune, Free Man, Yates	
1952	Ginger Pye, Estes	
1953	Secret of the Andes, Clark	
1954	And Now Miguel, Krumgold	
1955	The Wheel on the School, DeJong	
1956	Carry on, Mr. Bowditch, Latham	
1957	Miracles on Maple Hill, Sorensen	
1958	Rifles for Watie, Keith	
1959	The Witch of Blackbird Pond, Speare	

READING RECORD OF NEWBERY AWARD WINNING BOOKS (continued)

Year	Title and Author	Reading Completed	Year	Title and Author	Reading Completed
1960	Onion John, Krumgold		1966	I, Juan de Paraja, Trevino	
1961	Island of the Blue Dolphins, O'Dell		1967		
			1968		
1962	The Bronze Bow, Speare		1969		
1963	A Wrinkle in Time, L'Engle		1970		
1964	It's Like This, Cat, Neville		1971		
1965	Shadow of a Bull, Wojciechowska		1972		

Select your favorite Newbery Medal winner.
Why do you think this book was chosen to receive this special award?

Title _____ Author _____

BOOK SHARING

These suggestions were taken from Hints on Teaching Literature. A Portland Public School publication for its own teachers.

1. Use ART in any number of ways. When a group of students have read a story, they may plan and prepare a mural. If they rough it out on paper first, with each responsible for a share but each contributing to a unified plan, the mural will be valuable enrichment to their own and the class's appreciation.

2. It takes only a shoe box to make a diorama! Many students read with greater perception and appreciate the details more if they plan to prepare a diorama.

3. Water colors are good too--or pastel chalk drawings or charcoals. Perhaps some students can draw the characters of the story. Ask them to draw these people in action--not as if they were posing for a photographer but doing something that is described in the story or that represents typical behavior.

4. If the story requires a good knowledge of the place, as in a mystery, you may want a student to draw a treasure map. Or, if the setting is in an unfamiliar part of the country or world, you may want to have a map to locate it. A free-hand map may do the trick, or possibly a traced projection of a small map that someone finds in a book.

5. Figurines of clay or papier-mache can add to the appreciation and enjoyment of a story.

6. Some student might like to make clothespin dolls with clothing that represents the period of the story he is reading. Or, a student may bring to school a doll that just fits the story and tell why it seems to her like the storybook character.

7. Have you ever let your class make rolled paper figures to represent story characters? A sheet of paper rolled and fastened by scotch tape will stand on a book shelf or a window ledge. The student can determine first where the painting of the face and body should be made and then complete the painting before rolling the paper.

8. Students can make original book jackets--colorful ones with paintings that suggest what the story might be about.

9. Make storybook mobiles. It isn't easy to make the mobile balance, but it is fun to accomplish the trick at last.

10. Let the students make and decorate bookmarks that relate to a favorite book already read. Some may wish to have their bookmarks carry a recommendation: I recommend The Little House in the Big Woods. Only one student can take the book home overnight, but several might be reading it in spare moments during the day. Since bookmarks do fall out sometimes, have students who must leave the room write page numbers down each time they temporarily complete their reading.

11. Some students like to make booklets. Let them use their ingenuity to make the cover and pages artistic.

12. Use DRAMATIZATION freely, but not carelessly. It is best to launch dramatization by using a story that is very familiar to the students. Try a folk tale or a fairy tale. Decide upon one little scene at first. Before asking anyone to act, do a good deal of thinking aloud. Which characters are needed for this scene? Take each one in turn: how can you show what the character is like by the way he walks; by the way he holds his body, hands, feet, head; or by the expression on his face? Then decide how much action takes place in the scene you have selected. What does each character do? What kind of thing does he say? At this point the situation is pretty well understood. The students can go ahead without memorizing script. Let them extemporize the lines. It will keep them on their toes and add freshness to the dramatization.

13. When characters have been selected for a dramatization, let them act out their concept of the scene. Use volunteers at first, and entice other volunteers rather than require participation. Follow the dramatization with group discussion. You may wish at first to limit critical remarks to favorable criticism. If students comment on what they like, they will be focusing on the best things--that's what you want them to do. Let the actors themselves add their own criticisms.

14. Pantomimes are fun and relatively easy. No words to speak--and that's a blessing for the shy ones. They can let their body movement and their facial expression tell the story. If it is a scene from a book the students know, they might even let their classmates guess what the pantomime is all about.

15. How about silhouettes! This can be done behind a sheet, if a lighting arrangement behind the actors throws their shadows plainly on the sheet. Make a paper picture frame around the sheet.

16. Tableaus may be effective as a representation of several scenes in a book. For this purpose, the series of tableaus could portray contrasts such as older people in one and younger in another--a gay scene in one and a serious one in another.

17. A room program may be planned with dialogues prepared by pairs of students. Each of the pair represents a character in a story with just a suggestion of costuming. The dialogue must be concerned with some action of the story, and it should be so planned that the content of the conversation and the tone of voice and mannerisms convey the character.

18. A story may be told as if by radio. Let the students who take part stand outside the door or behind a screen. They must create interest, even excitement, by their voices and whatever sound effects they can concoct.

19. Use DANCING to add meaning to literature. For example, if you are reading a pioneer story, include some square dances as part of a literature program.

20. Whether you are reading aloud or whether a student reads a selection to the class, take time to savor the book as you go--encourage the warm response to human appeal, enjoy the humor, take delight in the language.

BOOK CONFERENCE QUESTIONS

Discussion about characters:

1. In what ways do the characters change during the story?
2. How does conversation reveal character?
3. Give some examples of places in the story when actions revealed a person's character.
4. What contrast in character was shown?
5. Was there a variety of characters in the story?
6. Choose a certain piece of action and discuss the reasons back of it?
7. Were there other actions (other ways of doing something) that the character or characters might have chosen?
8. Discuss the plot of the story.
9. What is the main problem that needs solving?

10. Show how one act causes another throughout the events of the story, i.e., "For want of a nail the shoe was lost."
11. Discuss the choices the characters had to make and what led to one choice rather than another.
12. Show where things (foreshadowing) suggest what happens later?
13. How is the suspense (excitement) built up in the story?

Discussion about language:

1. Discussion of the words used in the story can be profitable and fun.
2. Are any words selected to excite the reader?
3. Can you find words or phrases that make the story funny? This would be language tickling and funnybone rather than a funny action or incident.
4. What words did you notice that sound quaint (from another period of time)? Why did the author use these words?
5. Do any words startle the reader or stand out as particularly vivid?
6. Words are used to build up a certain mood in the reader. Is there evidence of this in the story you read?
7. Find passages that build (or express) feelings--sad, gay, lazy.

Discussion about the setting:

1. Does the setting of the story help determine the mood? (A Poe story for instance)
2. In what period of time does the story take place? (Historical novels, for instance, are often rich in details related to a particular period.)
3. What do you know about a particular place or places mentioned in the story?
4. Does the story bring out contrasts or comparisons of different places?
5. Are the problems in the story peculiar to the time and place or would they exist in a different place or time?

Ideas for extending interest:

1. Let the students make lists of books on certain topics.
2. Have the students make lists of poems, stories, or books by certain authors.
3. Keep a class record book of all the books read by the members of the class. Such a book could be illustrated and carefully bound by the students.
4. A list (or booklet) of recommended readings may be prepared by students for other students. Such a list made by sixth grade, for instance, could be given to another sixth grade or kept for next year's class.
5. Make a list of class favorites grouped under such titles as "Well-Known Books," "Easy Books," or "Exciting Books."
6. Ask a teacher in another school to cooperate in a plan to have Pen Pals for Book Friends. Students can write each other about the books they are reading.
7. Let upper grade students read stories to primary grade students. They would use, of course, books from the primary packets. The little ones would enjoy this,and the experience would be of value to the other students. Or,they might tell the stories to the primary grade students.
8. Just as effective as appearing in person to tell a story is making a tape. Students are fascinated by tape recorders and enjoy hearing their own voices.
9. Talk about the Newbery Books; students might like to make some awards themselves.
10. Titles of books are fun to talk about. What would you have named the book?
11. Keep individual records of reading for a year.

INTEREST INVENTORY

1. What do you like to do best when you have some spare time? _____

2. What do you usually do after school? _____
In the evenings? _____ On Saturday _____ On Sunday _____
How old are your brothers and sisters? _____

3. To which clubs do you belong? _____
Do you take any special lessons? _____

4. Do you let other people use your possessions (i.e., radio, record player, etc.)? _____

5. How often do you go to the movies? _____ Which is the best movie you ever saw? _____
What kind of movie do you like best? _____

6. How much time do you spend watching television each day? _____
What television programs do you like best? _____
What radio programs do you like best? _____

7. Have you ever been to a farm? _____ circus? _____ zoo? _____ art museum? _____ amusement park? _____
concert? _____ opera? _____ picnic? _____ ball game? _____ summer camp? _____ YMCA? _____
YWCA? _____ swimming pool? _____ Have you ever taken a trip by boat? _____ train? _____ bus? _____
car? _____ airplane? _____

8. What do you want to do when you get out of high school? _____

9. What kind of pet do you have? _____ hobby? _____ collection? _____

10. Do you like school? _____ What subject do you like best? _____ Which subject do you find most difficult? _____ How many schools have you attended in Las Vegas? _____ elsewhere? _____

11. Do you like to read? _____ Do you like to have someone read to you? _____ How much time do you spend in reading storybooks? _____ Which books have you read lately? _____

12. Do you have a library card? _____ How often do you check out library books? _____ How many books do you own? _____ Name some books you would like to own . _____ _____

13. What kinds of books do you like best -- history, travel, plays, essays, adventure stories, science, poetry, novels, detective stories, mystery stories, biography, music, art?

14. What newspapers do you read? _____ What part do you like best? _____ Which part do you read first? _____

15. Do you get any magazines at your house? _____ Do you read them? _____ What is your favorite magazine? _____

16. Is there a dictionary in your house? _____ Do you ever use it? _____

RECORDING DATA

COMPREHENSIVE READING RECORD SHEET

Student's Name _____ Birthdate _____ Date of Testing _____

Book Levels	Word Recognition			Comprehension		Comments
	Flash	Untimed	Context	Oral	Silent	

DISABILITY CHECKLIST

Name _____ Age _____ Grade _____

Test Results: M.A. _____ C.A. _____ I.Q. _____ Date _____

Achievement Tests:
Name _____ Date _____ Results _____

Vision _____ Hearing _____

Speech _____

Physical Defects _____

	Yes	Occasionally	No
I. Silent Reading			
1. Finger pointing			
2. Lip movement			
3. Sub-vocalization			
4. Head movement			
5. Body movement			
II. Oral Reading - List errors Sight vocabulary			

		Yes	Occasionally	No
Omissions				
Substitutions				
Insertions				
Repetitions				
Reversals				
Mispronunciations:	Beginning			
	Middle			
	Final			
Word by word				
Phrasing				
Blocking				
III. Facility in Word Analysis Techniques				
Ability to use :	configuration clues			
	picture clues			
	context clues			
	phonics			
IV. Facility in Language Usage				
A. Adequate speaking vocabulary to deal with experience				
B. Adequate reading vocabulary				
C. Able to interpret paragraph construction				

		Yes	Occasionally	No
	D. Able to find topic sentences			
	E. Aware of signals for contrasting ideas as yet, but			
	F. Aware of signals for order as first, second, last			
	G. Ability to interpret all punctuation			
V.	Facility in Language-Fact Relationships			
	A. Ability to answer factual questions			
	B. Able to answer inferential questions			
	C. Able to answer vocabulary questions			
	D. Able to state main ideas			
	E. Able to recall sequence of ideas			
	F. Able to see cause-effect relationships			
	G. Able to interpret figurative language			
	H. Able to interpret pronouns			
	I. Able to classify			
	J. Able to anticipate meaning or outcome			
	K. Able to follow directions			
	M. Able to form an opinion			
	N. Able to summarize and generalize			
VI.	Facility in Rate of Reading			
	A. Able to skim (locate information quickly)			
	B. Able to read rapidly (general impression)			
	C. Able to use study-type reading (details, critical reading)			
VII.	Facility in Locating Information			
	A. Able to use table of contents			
	B. Able to use index			
	C. Able to use glossary			
	D. Able to use dictionary			
	E. Able to use maps, graphs			
	F. Able to use reference materials			

READING
CHECKLIST OF DIFFICULTIES

Name _____ Grade _____ Date _____ Suggested Reading Level _____

GENERAL READING HABITS

_____ Uses finger as pointer
_____ Frowns and is tense
_____ Poor posture
_____ Loses place easily
_____ Shows aversion to reading
_____ Head movements
_____ Holds book too close
_____ Tilts book to one side
_____ Holds book too far away

ORAL READING - VOICE SKILLS

_____ Strained, high-pitched voice
_____ Monotonous tone
_____ Volume too loud
_____ Poor enunciation
_____ Volume too soft

PHRASE READING

_____ Word-by-word reading
_____ Incorrect phrasing
_____ Eye-voice span too short
_____ Ignores punctuation

ORAL READING - WORD SKILLS

_____ Low sight vocabulary
_____ Errors on easier words
_____ Guesses at unknown words
_____ Ignores errors and reads on
_____ Habitual addition of words
_____ Omits words
_____ Word analysis ability poor

RECALL OF ORAL READING

Good ___ Fair ___ Poor ___

_____ Unaided recall scanty
_____ Poorly organized
_____ Inaccurate memory
_____ Guesses
_____ Avoids use of new words
_____ Recalls details on questions

RECALL OF SILENT READING

Good _____ Fair _____ Poor _____

_____ Unaided recall scanty
_____ Poorly organized
_____ Inaccurate memory
_____ Guesses
_____ Avoids use of new words
_____ Recalls details badly on questions

PHONETIC INVENTORY

Following letter names not known:
_____
Following letter sounds not known:
_____
Following consonant blends not known:
_____
Following letters are reversed:
_____

WRITTEN RECALL OF READING

Good _____ Fair _____ Poor _____

_____ Unaided recall scanty
_____ Poorly organized
_____ Inaccurate memory
_____ Guesses
_____ Avoids use of new words
_____ Laborious writing
_____ Spelling impedes recall

SILENT READING

_____ Lip movements
_____ Whispering
_____ Low rate
_____ High rate at expense of mastery

READING CLINIC 1967

(Kottmeyer)

Does the student make reversals?

pal even no saw raw ten tar won pot rats keep nap tops read meat lap never

Word attack _____ Guessing _____ Configuration _____ Spelling _____

Syllabication _____ Context clues _____ Blending _____ Letter names _____

Prefixes _____ Suffixes _____

Sight vocabulary _____

Word reversals _____ Letter reversals _____

Word omissions _____ Letter omissions _____ Word substitutions _____

Speech _____ Enunciation _____ Voice control _____

Word repetition _____ Word calling _____ Regressions _____

Reading rate _____ Words per minute _____ Material _____

Use of dictionary _____ Use of encyclopedia _____ Ability to use library _____

Ability to skim _____ Follows directions _____ Locate central thought _____ Recall details _____

Recreational reading _____

TESTS OF PHONICS SKILLS

Name _____ Date _____ Clinician _____

Test for Initial Consonant Sounds (1-2)

Directions: Here are some groups of letters that look like words. Please pronounce them for me.

1.	bef	bip	10.	gib	ged
2.	dod	dar	11.	rep	rin
3.	fes	fub	12.	sul	sab
4.	huc	hes	13.	tep	tid
5.	jos	jeb	14.	vam	vus
6.	kib	kom	15.	wib	wat
7.	lus	lem	16.	pim	pud
8.	mup	mos	17.	yed	yom
9.	nam	nud	18.	siz	zam

Test for Final Consonant Sounds (1-2)

Directions: Here are some groups of letters that look like words. Please pronounce them for me.

1.	lib	sab	7.	fen	jun
2.	hed	fud	8.	kap	dup
3.	naf	nif	9.	tor	sur
4.	sug	heg	10.	bis	jas
5.	dal	sul	11.	fet	dit
6.	tem	bim	12.	bak	suk

Test for Consonant Blends (2-1)

Directions: Here are some groups of letters that look like words. Please pronounce them for me.

1.	brod	bril	9.	drus	drid
2.	blad	blil	10.	tril	trun
3.	clak	clus	11.	skab	skuk
4.	flib	flul	12.	smod	smep
5.	slem	slas	13.	sneg	snus
6.	frup	frip	14.	stak	stid
7.	grum	grod	15.	swil	swad
8.	quod	quad	16.	strad	strim

Test for Consonant Digraphs

1.	chis	chem	5.	whes	whan
2.	shan	shog	6.	wrun	wrum
3.	phun	phat	7.	gnad	gnol
4.	thob	thil			

Test for Final Sound

1.	wung	ling	4.	feck	luck
2.	bish	fash	5.	wung	jong
3.	sath	woth	6.	wach	loch

Test for Long and Short Vowel Sounds (2-2)

Directions: I will pronounce some words. These words have various vowel sounds. Tell me if the vowel has a long or short sound.

1. gate	1. bet	1. kite	1. goat	1. cut
2. apple	2. eat	2. pin	2. oak	2. use
3. stay	3. key	3. fly	3. got	3. puff
4. pan	4. end	4. wish	4. hop	4. hue
5. ate	5. sled	5. ice	5. go	5. mule

KEY: (for above vowel sounds)

1. $\bar{a}$	1. $\breve{e}$	1. $\bar{i}$	1. $\bar{o}$	1. $\breve{u}$
2. $\breve{a}$	2. $\bar{e}$	2. $\breve{i}$	2. $\bar{o}$	2. $\bar{u}$
3. $\bar{a}$	3. $\bar{e}$	3. $\bar{i}$	3. $\breve{o}$	3. $\breve{u}$
4. $\breve{a}$	4. $\breve{e}$	4. $\breve{i}$	4. $\breve{o}$	4. $\bar{u}$
5. $\bar{a}$	5. $\breve{e}$	5. $\bar{i}$	5. $\bar{o}$	5. $\bar{u}$

DIRECTIONS FOR GIVING THE SPELLING TEST*

1. Provide each student with a sheet of ruled paper. Tell him to number the lines from 1-20.
2. Dictate the test words to the entire class,or to the individual student, just as in any spelling lesson. Do not let any student see the test previously. Do not hurry through the test. Give the students as much security as possible.
3. Collect the papers immediately. Do not have the students look over the papers for mistakes.

NOTE TO THE TEACHERS USING THE PHONOVISUAL METHOD OF TEACHING: Give this test to every student before beginning work with the Phonovisual charts. After all sounds have been taught according to the instructions in the Method Book, give the test again to (1) note improvement and (2) see whether there are any sounds not thoroughly mastered.

PREPARING TO SCORE THE TEST

In scoring the test (see instructions below), the teacher should keep the following points in mind:

1. Does the student know his initial consonants? If not, which consonants are causing difficulty? For example, does he confuse s with sh, w with wh?
2. Is he listening through the word? For example,does he write correctly the ch at the beginning of the word church and yet fail to hear the ch with which the word ends? Does he hear the t at the end of the word swept?
3. Is he confusing the vowel sounds? For example, does he write shap for shape, whil for while, strack for struck?

SCORING

1. Underline the part of the word missed. Do not merely mark the word wrong. Use a blue pencil for consonant errors, red for vowel errors.
2. Turn to the score analysis at the right of the test words. Checking against the student's own paper, circle each vowel or consonant error and each error in a blend; indicate any letter or sounds reversed.
3. Total the errors as indicated at the bottom of the page.

FINAL ANALYSIS

1. Note number of beginning and final consonants missed. If student makes mistakes in initial sounds such as confusing digraphs sh and wh with s and w, he needs more training in auditory and visual discrimination and in association of the initial sounds. If he knows consonants but makes mistakes in final sounds, the treatment needed is practice in listening to the sounds with which words end.
2. Note errors in vowel sounds. If in spite of appearing to know all final and initial consonants student is still confusing long and short a, a careful drill on the vowel sounds according to an organized plan is needed to strengthen him.
3. Does he reverse letters in consonant blend such as slp for spl? Careful auditory training according to a definite plan is indicated. Is he so insecure that he squeezes all letters together making it impossible to read the words? An organized phonetic drill stressing formation of each letter will overcome much of this difficulty.

* See following page

NORTHERN ARIZONA UNIVERSITY
COLLEGE OF EDUCATION

UNIVERSITY READING PROGRAM

DIAGNOSTIC SPELLING TEST
(Grades 3 and above)

Analysis of difficulties of _____
(Pupil's Name) Grade Age(last birthday) Teacher Date

TEST (See instructions on following page) SCORE ANALYSIS (see following page)

Test Words	Words Incorrect	Vowel Errors	Consonant Initial	Errors Final	Blends	Reversals
shape		a-e	sh	p		
teeth		ee	t	th		
while		i-e	wh	l		
zone		o-e	z	n		
cute		u-e	c	t		
sprang		-a-	s	ng	spr	
swept		-e-	s	t	sw pt	
quick		-i-	qu	ck		
flock		-o-	f	ck	fl	
struck		-u-	s	ck	str	
yawn		aw	y	n		
harm		a (r)	h	m		
smooth		oo	s	th	sm	
brook		oo	b	k	br	
growl		ow	g	l	gr	
joy		oy	j			
burst		ur	b	t	st	
wax		-a-	w	x		
drove		o-e	d	v	dr	
church		ur	ch	ch		
Total Errors						

INDIVIDUAL ORAL READING TESTS

Procedure: The first five paragraphs range in difficulty from Grade 1.5 through Grade 7.5.

Have the student read orally on sight in response to a motivating question. When the student has finished reading one story, ask him the fact questions following each story. Have him respond orally.

If you duplicate a copy of the test for each student, you can mark each student's individual errors on it.

STANDARDS FOR ORAL READING INVENTORY			
	FREE READING LEVEL	INSTRUCTIONAL LEVEL	FRUSTRATION LEVEL
Comprehension (based on both thought and fact question)	90% score	75% score	Less than 50% score (primary) Less than 70% score (secondary)
Vocabulary	Student is able to pronounce all but one word.	Student is able to pronounce all but five words.	Student fails to pronounce 10 or more words.
Oral Reading	Natural rhythmical, well phrased.	Natural rhythmical, well phrased.	Jerky, unnatural, many substitutions, omissions, and repetitions.
Tensions	None	None	Finger pointing, frowning, erratic body movements, faulty breath control.

INDIVIDUAL ORAL READING TEST

I.

A dog saw a cat. The dog said, "I can catch you." The cat said, "We shall see." The cat ran. The cat ran up a tree. The cat said, "Catch me if you can."

II.

A boy had a dog and a black pony that were good friends. The pony ate out of the same dish with the dog. When the little boy and the dog went into the house, the pony wanted to go with them. If the door were opened, in he would walk.

III.

Freezing bread is a new idea. It was found by accident. Some explorers went to the South Pole. It is freezing cold there all the time. The explorers left some food at the South Pole.

Six years later, the explorers went back. They found the food. It was still good! They thawed the bread and ate it.

When the men came back to the United States, they told about the bread. A baker decided to freeze bread for his customers.

You can now buy frozen bread. It can be kept in a deep-freeze.

53

QUESTIONS AND ANSWERS

I. 1.5

1. What did the dog think he could do to the cat? (catch it)
2. What did the dog do? (ran after the cat)
3. Where did the cat run? (up a tree)

II. 2.5

1. Who had two pets that were good friends? (a boy)
2. What were the pets? (dog and pony)
3. What was the color of the pony? (black)
4. What did the pony want to do when the boy and the dog went into the house? (go with them)
5. What would the pony do if the door were opened? (go in)

III. 3.5

1. How long was it before the explorers returned to the South Pole? (six years)
2. What did the men do with the bread that had been left there? (thawed and ate it)
3. Who decided to freeze bread to sell? (a baker)

IV.

Animals have favorite foods just as people do. The favorite food of most cats is fish or chicken.

Raccoons are very fond of ripe grapes and green corn. Farmers sometimes have trouble with raccoons stealing from cornfields. Raccoons like fish, too.

Some animals have a "sweet tooth." Bears like honey. They rob the homes of wild bees in hollow trees.

IV. 4.5

1. What is the favorite food of most cats? (fish or chicken)
2. What foods do raccoons like? (grapes, green corn, fish)
3. Where do wild bees make their homes? (in hollow trees)

V.

Animals have many kinds of skins. The horned toad has sharp spines on its head and back. The skin on the lower part of the body is covered with tough scales.

A garden toad does not need a thick skin for protection. Instead, its skin "sweats" a milky liquid that tastes very bad to other animals.

The thickest skins are those of the elephant and the hippopotamus. Their skins are often more than an inch thick over the shoulders.

V. 5.5

1. On what part of its body does the horned toad have tough scales. (lower)
2. What animal has a skin that "sweats" a milky liquid? (garden toad)
3. What two animals have the thickest skins? (elephant and hippopotamus)

VI.

Dogs have worked for man for thousands of years. Early in the history of the world man learned that dogs were useful friends that deserved to be rewarded with food and shelter. In ancient Egypt men used dogs to help them hunt. Farmers kept dogs to help them guide their flocks and herds.

VI. 6.5

1. For what two reasons did dogs become domesticated? (worked for man and were useful friends)
2. How did early man reward his dogs? (food and shelter)
3. For what reason did farmers keep dogs? (guide flocks and herds)

VII.

All around us is an invisible sea, unstable and wandering, yet so powerful that it links the earth to the sun and to the great galaxy of the universe. This invisible sea is magnetism.

Magnetism was discovered in a piece of stone. Almost four thousand years ago, Chinese magicians used bits of magnetite, or loadstone, to perform tricks and to mystify their audiences, and as early as 2700 B.C., the Chinese used a primitive compass. Although, whether they used it merely as a toy or to determine direction is not known.

VII. 7.5

1. What is the invisible sea that links the earth to the sun and the great galaxy of the universe? (magnetism)
2. Where was magnetism discovered? (in a piece of stone)
3. What two uses did the early Chinese make of bits of magnetite? (to perform tricks and as a compass)

ARTICULATION TEST FORM

Name _____ Date _____ Grade _____

Sound	Initial	Medial	Final	Remarks
b	band	robber	rub	
m	mice	ample		
wh	white			
w	water			
f	frost	elephant	graph	
v	vase	level	love	
th	third	toothbrush	mouth	
th	that	father		
t	town	knitting	shirt	
d	doll	candy	find	
n	note	country	been	
k	kit	market	lack	
g	gum	dragon	chug	

Sound	Initial	Medial	Final	Remarks
p	pig	apple	cup	
ng		singing	hang	
h	house	inhale		
l	letter	solid	call	
r	rabbit	circus	tar	
s	soup	whisper	grass	
z	zero	zigzag	freeze	
sh	show	washing	fresh	
ch	chick	teacher	catch	
j	giant	magic	change	
y	youth			
zh				

REVIEW OF SOUNDING

Sounding out words should be connected as much as possible with reading. Use opportunities provided by material the student is reading. If a word is sounded out and not recognized as already known, it should be looked up in the dictionary. A student should not try to learn the sound of entirely new words from sounding out. There is too much chance of error. E.A. Betts cites the following pitfalls in the teaching of phonics:

Only 84% of commonly used words are phonetic.
Many exceptions to each rule may cause confusion.
Overemphasis on mechanical analysis leads to "word calling" rather than "thought getting."

A disproportionate amount of time may be spent on phonics, which is only one aspect of word recognition.

Suggested Order for Phonics Instruction

CONSONANT SOUNDS

Consonant sounds are usually presented first in the initial position in the word. Later, consonants should also be presented in the final and medial positions. (See note page 53) Many book series now suggest introducing the vowel sounds first.

The consonant "t" is the consonant most commonly used. "N," "r," and "d" are next in frequency of use.

When consonants are sounded in isolation, teachers should do their best to minimize the "uh" sound.

Easy Consonants (initial position)

T - tan, table, top, tennis, ten
D - dot, dog, do, dive, duck
S - set, sun, seven, see, so
W - wet, wagon, wince, weep, wise
F - fan, fight, find, finish, few
P - pup, pipe, pump, pen, pencil

N - nap, nail, no, never, new
L - lip, light, lantern, lamp, lick
M - map, moon, monkey, monster, me
Z - zip, zing, zebra, zoom, zap
B - bit, ball, belt, bad, bed

R - run, rail, rich, ranch, rug
C - cot, cat, catch, can, candle
K - kit, kitchen, kite, king, kangaroo
J - jet, jug, jump, jettison, job
V - vat, vow, voice, vim, vigor

Consonants with a Difference

1. "C" sometimes has a sound like "k." We say that this is the "hard" sound of "c." Examples: cap, coat, came, cup, cow
2. "C" sometimes sounds like "s." This is the "soft" sound of "c." Examples: city, center, cellar, circus, cent
3. "G" has a "hard" sound also, as in the word, girl. Examples: game, gate, go, gun, got
4. When "g" sounds like "j," we say the sound is "soft." Examples: germ, gentle, gym, gem, general
5. "Q" is always followed by "u." "Q" sounds like "kw." Examples: queen, quit, quart, quiz, quiet
6. "X" usually has a "ks" sound as in fox, or box.
7. "Y" is a consonant at the beginning of a word. Examples: yard, yellow, yes, yam, yell
8. "Y" is a vowel that sounds like long "i" in words like why, fly, shy and usually sounds like short "i" at end of two syllable words. Examples: very, easy, many, happy.
9. "X" sounds like "eks" in x-ray and like "z" in xylophone.

VOWEL SOUNDS

Short Vowels

	Key Word	
"A"	as in apple,	at, an, am, as, atom, ashes
"E"	as in elephant,	elevator, egg, end, edge, engine
"I"	as in Indian,	incident, interest, if, ill, inch
"O"	as in octopus,	ostrich, on, onward, olive, obtain
"U"	as in umbrella,	until, unless, us, uncle, ugly

Long Vowels

	Key Word	
"A"	as in ape,	age, able, acorn, ache, ace
"E"	as in eagle,	equal, Egypt, eel, eerie, eke
"I"	as in ice,	idea, I, idle, iris, iron
"O"	as in oh,	oleo, old, only, open, oral
"U"	as in uniform,	use, unit, union, universe

PRACTICE OF VOWELS AND CONSONANTS IN POSITION

Note: The teacher of phonics should be aware that often the short vowel sounds are taught before the initial consonant sounds. One approach that is effective is coupling each consonant with the short vowels as: bă, bĕ, bĭ, bŏ, and bŭ.

Vowel Sounds in Position

	Initial	Medial	Final
SHORT A	as	catch	
	at	back	
	act	math	
	an	black	Not common
	apple	that	
	am	had	
	atom	candy	
	ashes	lamp	
LONG A	a	paper	
	age	gravy	
	Abe	tame	
	able	cake	Not common
	ace	navy	
	ache	gate	
	acorn	made	
	acre	safe	
	ate	wafer	
	ape	sale	

Suggested Order for Phonics Instruction (Cont.)

	Initial	Medial	Final
SHORT E	end	bed	
	egg	dress	
	edge	get	
	elm	help	Not common
	else	let	
	engine	men	
	every	well	
	extra	beg	
LONG E	eel	mete	be
	equal	recede	me
	eerie	seed	flee
	eke	creed	she
	Egypt	feed	he
SHORT I	if	king	
	ill	fish	
	in	bill	
	inch	give	Not common
	ink	did	
	into	hid	
	is	big	
	it	slid	
	itch	Smith	
	inner	din	

Suggested Order for Phonics Instruction (Cont.)

	Initial	Medial	Final
LONG I	I	find	
	ice	fine	
	idea	ride	
	idle	hide	Not common
	iris	five	
	iron	mine	
SHORT O	on	proper	
	olive	toddle	
	observe	solid	Not common
	obsess	stop	
	opera	robin	
	obtain	robber	
LONG O	oh	note	go
	oleo	scold	so
	old	pony	toe
	ode	both	Flo
	only	those	Words ending in "ow" often
	open	wrote	have the long "o" sound also.
	oral	cold	
SHORT U	up	but	
	us	run	
	until	much	
	unless	just	Not common
	under	jump	
	uncle	cup	
	ugly	but	
	usher	buzz	
	upper	mud	
	umpire	sun	

	Initial	Medial	Final
LONG U	use utilize unit union unify uke universe	clue cube cute huge mule butte mute	Not common
B	back box	about rebel	cub rib
B BLENDS Note: For purpose of arrangement, some consonant blends are placed incorrectly under medial. These will be coded (I-initial or F-final)	bl bloom black blot blunt blame	(I) br brim brawl breathe brown brag	rb rhubarb garb orb barb absorb
C-HARD SOUND	cake call came	cocoa o'clock picture	(Usually written as "ck" in this position.)
C-SOFT SOUND	cent circus city	recent incite recite	Not common
CH-"K" SOUND	chemist character Christmas	echo ache	stomach mechanic

	Initial	Medial	Final	
C BLENDS	cl	(I) cr	ck	
	cling	cry	neck	
	class	crest	tack	
	clay	craft	brick	
	clean	cross	luck	
D	day	sudden	and	
	do	puddle	find	
	did	muddy	bed	
D BLENDS	dr	dw	ld	
	drop	dwell	mild	
	dry	dwindle	weld	
	draw	dwarf	sold	
	dress		cold	
F	fall	after	if	
	feet	rifle	leaf	
	fast	refuse	life	
F BLENDS	fl	(I) fr	lf	rf
	flat	fresh	elf	dwarf
	float	fry	shelf	scarf
	fly	freak	gulf	wharf
	fleet	frame	wolf	

	Initial	Medial	Final
L BLENDS	pl	(I) bl	(I) cl
	plot	bleed	clean
	play	blot	class
	plenty	blame	clamp
	plump	blush	clay
	plane	black	clear
	fl	(I) gl	lm
	flat	glass	helm
	flow	glue	elm
	flame	glum	helm
	fleet	glow	realm
	float	glad	film
	(F) lv	(F) lp	lf
	solve	help	wolf
	twelve	gulp	shelf
	shelve	scalp	gulf
	valve	pulp	elf
	delve	yelp	golf
M	mattress	company	alarm
	mountain	family	harm
	moist	animal	farm
	men	blamed	am
	mouse	dreamed	ham

	Initial	Medial	Final
N	no	owner	thin
	need	center	when
	neck	ginger	then
	near	county	been
	navy	control	seen
P	pal	paper	hop
	pair	limper	shop
	pain	lamplight	flop
	page	camping	sleep
	pet	campus	reap
PR BLEND	price prize	(I) prune preach	(I) pray
Q	quiz	unique	Not common
	quit	acquire	
	quake	acquaint	
	quality	acquit	
	quarter	acquiesce	
G-HARD	gill	August	tag
	gab	dragon	iag
	gap	figure	rag
	gun	legal	chug
G-SOFT	gentle	regenerate	Not common
	giraffe	magic	

	Initial	Medial	Final
G BLENDS	gl glue glum glider glow	(I) gr grapes grind greet grasp	
H	hum here hello he hide	ahead inherit inhale perhaps Ohio	Not common - mostly in the "ch" form.
J	just jump juice joy jail	unjust injury reject enjoy project	Not common
K	keep keg kick kind kitten	rocket sparkle poker nickel pickle	tack lack rack luck chuck
K BLENDS	(F) lk silk bulk milk hulk elk		rk park pork dark ark fork

Suggested Order for Phonics Instruction (Cont.)

	Initial	Medial	Final
L	live	solo	small
	little	village	shall
	like	solid	pull
	light	relate	girl
	letter	follow	fall
R	red	yesterday	feather
	review	surprise	factor
	record	circus	enter
	recorder	Saturday	September
	rest	understand	simmer
S	summer	disloyal	socks
	sound	blossom	dangerous
	silence	haystack	congress
	sense	answer	goodness
	sight	respond	arms

S BLENDS							
	sl	(l)	sc	(l)	sk	(l)	sm
	slip		scum		skunk		small
	slide		scoop		skate		smash
	slink		scow		skip		smile
	slow		scare		skirt		smog
	sled		scowl		skim		smoke
	sn	(l)	sp	(l)	st	(l)	sw
	snag		span		stand		sweet
	snail		space		stamp		sway
	snake		spare		stain		swan
	snap		speak		stage		swab
	snarl		spat		stack		swallow

	Initial		Medial		Final
S BLENDS (Cont.)	squ	(I)	scr	(I)	str
	square		screen		stress
	squeal		scream		strict
	squat		scribble		stretch
	squeeze		scrub		strife
	squint		screech		stroll
	spl	(I)	spr		
	splint		sprain		
	splash		spray		
	splendid		sprawl		
	split		spread		
	splurge		spring		
T	tack		attend		that
	take		meter		toast
	tail		master		hurt
	tame		notice		jest
	tall		footprint		forget
T BLENDS	tw	(I)	tr		
	twang		trap		
	tweed		travel		
	twenty		treat		
	twist		treasure		
	twinkle		trench		
V	volley		invite		prove
	vocal		invalid		love
	visit		invent		stove
	vision		involve		move
	vigor		invisible		grove

	Initial	Medial	Final
W	water wax weak weary weather	windward wigwam wigwag wickerwork worthwhile	Not common except as "ow", etc.
X Z	xylophone	exact	examine
EKS or KS	x-ray	oxen extra	box fox

Y - Usually a consonant at the beginning of a word

youth yours yarn year yield

Y is often a vowel when used in the medial or final positions. - fry, pony

Z	zero zealot zoo zone zinc	zigzag unzip rezone	freeze sneeze

SIMPLE ENDINGS - s, ed, ing, etc.

Plurals

1. Many words just add "s" to make the plural form of the word. Examples: animals, nails, divers, tests, horns

2. When words already end in "s," or in a sound like "s," we add "es" to make the plural.
   Examples: crosses, grasses, harnesses, passes, glasses, boxes, buzzes, sashes, churches

3. When words end in a consonant and "y," we change the "y" to "i" and add "es" to make the plural.
   Examples: bodies, carries, enemies, dairies, liberties

Effect of Silent E" in Word Endings

hop - hope	cut - cute
tap - tape	twin - twine
tub - tube	

LETTER COMBINATIONS WITH UNIQUE SOUNDS

It is important for the student to learn that in the following examples of letter combinations, each individual letter loses its individual sound when the letters are working together to make a new sound.

Two-Letter Consonants

1. "Sh" as in:

shop	fish
shake	rush
shoes	cash
shut	fresh

2. "Ch" as in:

chop	each
chair	much
chase	teach
chin	such

3. "th"

a. Unvoiced

that	them
this	mother
than	the
these	

b. Voiced

thing	teeth
three	with

4. "Wh" (Sounds like "hw")

what wheel when which white while

5. "Ng" as in:

ring hang song singing

6. "Ph" as in phonics, phone, physical (f sound)

7. "Gh" as in rough, tough, enough (f sound)

Two-Letter Vowels

1. "ou" as in house, out, pound
2. "ow" as in owl, howl, flower, down, clown
3. "oo" as in boot, poor, wood, cool, loop, foot
4. "oi" as in oil, boil, toil, foil, soil
5. "oy" as in boy, joy, toy, employ, employment
6. "ew" as in blew, new, few, knew, review, crew, threw
7. "ir" as in bird, dirt, flirt, shirt, skirt
8. "ur" as in fur, cur, recur, incur, furl
9. "or" as in north, nor, Norse, horse, remorse
10. "er" as in term, permanent, sweeter, braver, terminal, termite
11. "ar" as in star, far, car, tar, bar
12. "ay" as in day, may, say, Kay, way

72

Generalization - The first vowel is often long, and the second vowel is often silent in two-vowel combinations.

Examples: "oa" as in coat, soap, roach, float, boat

"ai" as in rain, pain, train, plain, drain

THE UTILITY OF FORTY-FIVE PHONIC GENERALIZATIONS*

*Generalization	No. of Words Conforming	No. of Exceptions	Per Cent of Utility
1. When there are two vowels side by side, the long sound of the first one is heard and the second is usually silent.	309 (bead)	377 (chief)	45
2. When a vowel is in the middle of a one-syllable word, the vowel is short.	408	249	62
-middle letter	191 (dress)	84 (scold)	69
-one of the middle two letters -in a word of four letters	191 (rest)	135 (told)	59
-one vowel within a word of more than four letters	26 (splash)	30 (fight)	46
3. If the only vowel letter is at the end of a word, the letter usually stands for a long sound.	23 (he)	8 (to)	74
4. When there are two vowels, one of which is final e, the first vowel is long and the e is silent.	180 (bone)	108 (done)	63
*5 The r gives the preceding vowel a sound that is neither long nor short.	484 (horn)	134 (wire)	78

*Generalization	No. of Words Conforming	No. of Exceptions	Per Cent of Utility
6. The first vowel is usually long and the second silent in the digraphs ai, ea, oa, and ui.	179	92	66
ai	43 (nail)	24 (said)	64
ea	101 (bead)	51 (head)	66
oa	34 (boat)	1 (cupboard)	97
ui	1 (suit)	16 (build)	6
7. In the phonogram ie, the i is silent and the e has a long sound.	8 (field)	39 (friend)	17
*8. Words having double e usually have the long e sound.	85 (seem)	2 (been)	98
9. When words end with silent e, the preceding a or i is long.	164 (cake)	108 (have)	60
*10. In ay the y is silent and gives a its long sound.	36 (play)	10 (always)	78
11. When the letter i is followed by the letters gh, the i usually stands for its long sound and the gh is silent.	22 (high)	9 (neighbor)	71
12. When a follows w in a word, it usually has the sound a as in was.	15 (watch)	32 (swan)	32
13. When e is followed by w, the vowel sound is the same as represented by oo.	9 (blew)	17 (sew)	35
14. The two letters ow make the long o sound.	50 (own)	35 (down)	59
15. W is sometimes a vowel and follows the vowel digraph rule.	50 (crow)	75 (threw)	40

	*Generalization	No. of Words Conforming	No. of Exceptions	Per Cent of Utility
*16.	When y is the final letter in a word, it usually has a vowel sound.	169 (dry)	32 (tray)	84
17.	When y is used as a vowel in words it sometimes has the sound of long i.	29 (fry)	170 (funny)	15
18.	The letter a has the same sound (o) when followed by l, w, and u.	61 (all)	65 (canal)	48
19.	When a is followed by r and final e, we expect to hear the sound heard in care.	9 (dare)	1 (are)	90
*20.	When c and h are next to each other, they make only one sound.	103 (peach)	0	100
*21.	Ch is usually pronounced as it is in kitchen, catch, and chair, not like sh.	99 (catch)	5 (machine)	95
*22.	When c is followed by e or i, the sound of s is likely to be heard.	66 (cent)	3 (ocean)	96
*23.	When the letter c is followed by o or a the sound of k is likely to be heard.	143 (camp)	0	100
24.	The letter g often has a sound similar to that of j in jump when it precedes the letter i or e.	49 (engine)	28 (give)	64
*25.	When ght is seen in a word, gh is silent.	30 (fight)	0	100
26.	When a word begins kn, the k is silent.	10 (knife)	0	100

	*Generalization	No. of Words Conforming	No. of Exceptions	Per Cent of Utility
27.	When a word begins with wr, the w is silent.	8 (write)	0	100
*28.	When two of the same consonants are side by side only one is heard.	344 (carry)	3 (suggest)	99
*29.	When a word ends in ck, it has the same last sound as in look.	46 (brick)	0	100
*30.	In most two-syllable words, the first syllable is accented.	828 (famous)	143 (polite)	85
*31.	If a, in, re, ex, de, or be is the first syllable in a word, it is usually unaccented.	86 (belong)	13 (insect)	87
*32.	In most two-syllable words that end in a consonant followed by y, the first syllable is accented and the last is unaccented.	101 (baby)	4 (supply)	96
33.	One vowel letter in an accented syllable has its short sound.	547 (city)	356 (lady)	61
34.	When y or ey is seen in the last syllable that is not accented, the long sound of e is heard.	0	157 (baby)	0
35.	When ture is the final syllable in a word, it is unaccented.	4 (picture)	0	100
36.	When tion is the final syllable in a word, it is unaccented.	5 (station)	0	100

	*Generalization	No. of Words Conforming	No. of Exceptions	Per Cent of Utility
37.	In many two- and three-syllable words, the final e lengthens the vowel in the last syllable.	52 (invite)	62 (gasoline)	46
38.	If the first vowel sound in a word is followed by two consonants, the first syllable usually ends between the two consonants.	404 (bullet)	159 (singer)	72
39.	If the first vowel sound in a word is followed by a single consonant, that consonant usually begins the second syllable.	190 (over)	237 (oven)	44
*40.	If the last syllable of a word ends in le, the consonant preceding the le usually begins the last syllable.	62 (tumble)	2 (buckle)	97
*41.	When the first vowel element in a word is followed by th, ch, or sh, these symbols are not broken when the word is divided into syllables and may go with either the first or second syllable.	30 (dishes)	0	100
42.	In a word of more than one syllable, the letter v usually goes with the preceding vowel to form a syllable.	53 (cover)	20 (clover)	73

Generalization (The following have the highest per cent of utility and were indicated with an * on preceding pages.)	Example of Conforming Word	Example of Non-conforming Word	Per Cent of Utility
The r gives the preceding vowel a sound that is neither long nor short.	horn	wire	78
Words having a double e usually have the long e sound.	seem	been	98
In ay the y is silent and gives a its long sound.	play	always	78
When y is the final letter in a word, it usually has a vowel sound.	dry	tray	84
When c and h are next to each other, they make only one sound.	peach		100
When c is followed by e or i, the sound of s is likely to be heard.	cent	ocean	96
When the letter c is followed by o or a the sound of k is likely to be heard.	camp		100
When ght is seen in a word, gh is silent.	fight		100
When two of the same consonants are side by side one is heard.	carry	suggest	99
When a word ends in ck, it has the same last sound as in look.	brick		100
In most two-syllable words, the first syllable is accented.	famous	polite	85

Generalization	Example of Conforming Word	Example of Non-confirming Word	Per Cent of Utility
If a, in, re, ex, de, or be is the first syllable in a word, it is usually unaccented.	belong	insect	87
In most two-syllable words that end in a consonant followed by y, the first syllable is accented and the last is unaccented.	baby	supply	96
If the last syllable of a word ends in le, the consonant preceding the le usually begins the last syllable.	tumble	buckle	97
When the first vowel element in a word is followed by th, ch, or sh, these symbols are not broken when the word is divided into syllables and may go with either the first or second syllable.	dishes		100
When there is one e in a word that ends in a consonant, the e usually has a short sound.	leg	blew	76
When the last syllable is the sound r, it is unaccented.	butter	appear	95

*As established by Theodore Clymer "The Utility of Phonic Generalizations in the Primary Grades "The Reading Teacher, January, 1963, 252-58.

DOLCH BASIC WORD LIST*

Pre-Primer

1. a
2. and
3. big
4. blue
5. can
6. come
7. down
8. for
9. funny
10. get
11. go
12. green
13. have
14. help
15. here
16. I
17. in
18. is
19. it
20. jump
21. little
22. look
23. make
24. me
25. my
26. not
27. play
28. red
29. ride
30. run
31. said
32. saw
33. see
34. the
35. this
36. to
37. up
38. want
39. we
40. with
41. work
42. you

Primer

1. all
2. am
3. are
4. at
5. away
6. black
7. but
8. came
9. did
10. do
11. eat
12. fast
13. find
14. good
15. he
16. laugh
17. like
18. new
19. no
20. now
21. on
22. one
23. out
24. please
25. put
26. ran
27. say
28. she
29. so
30. some
31. stop
32. thank
33. that
34. than
35. they
36. three
37. too
38. two
39. was
40. went
41. what
42. where
43. white
44. will
45. yellow
46. yes
47. your

First

1. about
2. after
3. again
4. an
5. around
6. as
7. ask
8. ate
9. be
10. before
11. brown
12. by
13. call
14. cold
15. could
16. can't
17. every
18. far
19. first
20. five
21. fly
22. found
23. four
24. from
25. gave
26. give
27. going
28. had
29. has
30. here
31. him
32. his
33. how
34. if
35. into
36. just
37. know
38. let
39. long
40. made
41. many
42. may
43. much
44. must
45. never
46. of
47. old
48. once
49. open
50. or
51. our
52. over
53. pretty
54. round
55. snow
56. sing
57. sleep
58. soon
59. take
60. them
61. there
62. think

Dolch Basic Word List*

First (Cont.)	Second	
63. us	1. always	32. own
64. very	2. any	33. pick
65. walk	3. because	34. pull
66. were	4. been	35. read
67. when	5. best	36. right
68. who	6. better	37. seven
69. why	7. both	38. shall
70. wish	8. bring	39. sit
	9. buy	40. small
	10. carry	41. six
	11. clean	42. start
	12. cut	43. tell
	13. does	44. ten
	14. done	45. their
	15. drink	46. these
	16. fall	47. those
	17. full	48. today
	18. goes	49. together
	19. got	50. try
	20. grow	51. under
	21. hold	52. upon
	22. hot	53. use
	23. hurt	54. warm
	24. its	55. wash
	25. keep	56. well
	26. kind	57. which
	27. light	58. would
	28. live	59. write
	29. myself	
	30. off	
	31. only	

*The basal series involved in this breakdown included Allyn and Bacon, Ginn, Houghton Mifflin, Row Peterson, and Scott Foresman.

SAMPLE GRADED WORD LISTS (QUEENS WORD LIST)

PRE-PRIMER	PRIMER	1st READER	GRADE 2	GRADE 3	GRADE 4	GRADE 5
as	all	another	along	cheek	addition	accomplish
big	cake	cry	fruit	reason	blizzard	commotion
run	how	hopped	quick	plain	compound	decorate
dog	from	gate	teach	freeze	embrace	essential
up	into	snow	sound	knife	groove	marvelous
look	story	next	music	inch	introduce	grateful
to	that	bunny	often	moment	magic	population
me	wanted	thought	straight	president	nonsense	remarkable
it	playing	well	dark	shovel	permanent	suggestion
good	milk	running	cannot	whale	scratch	territory

Queens College Educational Clinic

CLARENCE R. STONE'S REVISION OF THE DALE LIST OF 769 EASY WORDS

a
about
across
afraid
after
afternoon
again
air
airplane
all
almost
along
alone
already
also
always
am
an
and
animal
another
answer
any
anyone
anything
apple
are
arm
around
arrow
as
ask
asleep
at
ate
away
automobile

baa
baby
back
bad
bag
bake
baker
ball
balloon
band
bang
bark
barn
barnyard
basket
bath
be
bear
beautiful
became
because
bed
bedroom
bee
been
before
began
begin
believe
bell
belong
beside
best
better
between
big
bigger
bill
bird
birthday
bit
black
blew
blow
blue
board
boat
book
both
bottom
bow
bowl
bow-wow
box
boy
branch
bread
break
breakfast
bright
bring
brother
brought
brown
bug
build
building
bump
bunny
bus
busy
but
butter
buy
buzz
by

cabbage
cage
cake
calf
call
came
can
candy
cap
car
care
careful
carry
cat
catch
caught
cent
chair
chick
chicken
child
children
circus
Christmas
city
clap
clean
climb
close
clothes
clown
cluck
coat
cock-a-doodle-doo
cold
color
come
coming
cook
cook(ie)
corn
corner
could
count
country
cover
cow
cried
cross
crumb
cry
cup
cut

dance
dark
day
dear
deep
deer
did
dig
dinner
dish
do
does
dog
doll
done
don't
door
down
draw
dress
drink
drive
drop
dry
duck

each
ear

early
east
eat
egg
else
elephant
end
engine
enough
even
ever
every
everything
eye

face
fall
family
far
farm
farmer
fast
fat
father
feather
feed
feel
feet
fell
felt
fence
few
field
fill
find
finish

fire
first
fish
fit
five
flag
flew
floor
flower
fly
follow
food
foot
for
found
four
fox
fresh
friend
frog
from
front
fruit
full
fun
funny

game
garden
gate
gave
get
girl
give
glad
go

goat
God
going
gold
gone
good
good-by
got
grandfather
grandmother
grass
gray
great
green
grew
ground
grow
guess

had
hair
hall
hand
happen
happy
hard
has
hat
have
hay
he
head
heard
heavy
held
hello

help
hen
her
here
herself
hid
hide
high
hill
him
himself
his
hit
hold
hole
home
honey
hop
horn
horse
hot
house
how
hungry
hunt
hurry
hunt

I
ice
if
I'll
in
Indian
inside
into

is
it
its

jar
joke
jump
just

keep
kept
kill
kind
kitchen
kitten
knew
knock
know

lady
laid
lamb
land
large
last
late
laugh
lay
learn
leaves
left
leg
let
let's
letter
lie

light
like
line
lion
listen
little
live
log
long
look
lost
lot
loud
love
lunch

made
mail
make
man
many
march
matter
may
me
meat
meet
men
meow
met
mew
mice
might
mile
milk
milkman

mill
minute
miss
Miss
money
monkey
moo
more
morning
most
mother
mouse
mouth
move
Mr.
Mrs.
much
mud
music
must
my

nail
name
near
neck
need
nest
never
new
next
nice
night
no
noise
north
nose

not
note
nothing
now
nut

of
off
often
oh
old
on
once
one
only
open
or
orange
other
our
out
outside
over
own

paint
pan
paper
park
part
party
pat
paw
pay
peanut
peep
pennies
people
pet
pick
picnic
picture
pie
piece
pig
pink
place
plan
plant
play
please
pocket
point
policeman
pond
pony
pop
poor
post
present
press
pretty
puff
pull
push
put
puppy

quick
quiet
quite

rabbit
race
rain
rake
ran
read
ready
real
red
rest
ride
right
ring
river
road
roar
robin
rock
rode
roll
roof
room
rooster
root
rope
round
row
rub
run

said
same
sand
sang
sat
save
saw
say
school
sea
seat
see
seed
seem
seen
sell
send
sent
set
seven
shake
shall
she
shell
sheep
shine
shoe
shop
short
should
show
shut
sick
side
sign
sing
sister
sit
six
skate
skin
skip
sky
sled
sleep
slide
slow
small
smell
smile
smoke
sniff
snow
so
soft
sold
some
something
sometime
song
soon
sound
soup
splash
spot
spring
squirrel
stand
star
start
station
stay
step
stick
still
stone
stood
stop
store
story
straight
street
string

strong
such
suit
summer
sun
sunshine
sure
surprise
swam
sweet
supper
swim
swing

table
tail
take
talk
tall
tap
teach
teacher
teeth
tall
ten
tent
than
thank
that
the
their
them
then
there
these
they
thin

thing
think
this
those
though
thought
three
threw
throw
ticket
tie
tiger
time
tired
to
today
toe
together
told
tomorrow
too
took
top
town
toy
train
tree
trick
tried
trunk
try
turkey
turn
turtle
two

uncle

under
umbrella
until
up
upon
us
use

vegetable
very
visit
voice

wagon
wait
wake
walk
want
war
warm
was
wash
watch
water
wave
way
we
wear
wee
weed
week
well
went
were
west
wet
what

wheat
wheel
when
where
which
while
white
who
why
wide
wild
will
win
wind
window
wing
winter
wish
with
without
woman
wonder
wood
woke
wolf
word
work
world
worm
would
write

yard
year
yellow
yes
you

your

zoo

WORD OPPOSITES TEST (READING)

Directions: Pick a word in each line that means the opposite or nearly the opposite of the numbered word. Draw a line under it. Example:

1. work find play stop

Botel Reading Inventory B

NAME _____

DATE _____

TEACHER _____

Level 1

A.	a	b	c
1. father	birthday	mother	children
2. boy	show	train	girl
3. in	eat	one	out
4. big	away	little	around
5. here	live	find	there
6. morning	please	night	horse
7. up	there	from	down
8. him	bag	ask	her
9. go	stop	boat	kitten
10. yes	saw	no	fish

Score _____%

Level 2[1]

B.	a	b	c	d
1. farm	balloon	city	neighbor	puppy
2. gave	took	truck	seed	once
3. sit	each	more	stand	noise
4. start	room	why	side	stop
5. cry	laugh	field	goat	window
6. back	dress	front	clean	pony
7. after	high	fence	before	cake
8. never	clothes	always	plant	show
9. lost	gone	mill	hand	found
10. under	over	corn	parade	wood

Score _____%

Level 2^2

C.		a	b	c	d
1.	sell	buy	hay	tion	those
2.	arm	robin	fill	trot	leg
3.	early	part	sled	honk	late
4.	brother	sister	lunch	hair	sand
5.	finish	push	start	trip	suit
6.	aunt	poor	uncle	deep	machine
7.	bad	family	ice	good	butter
8.	soft	knock	grass	hard	year
9.	heavy	light	fairy	cream	deep
10.	pull	sing	push	earn	goose

Score_____%

Level 3^1

D.		a	b	c	d
1.	begin	able	end	nut	market
2.	dry	golden	raccoon	wet	hang
3.	queen	pencil	office	king	course
4.	sick	steam	well	also	ripe
5.	open	paw	potato	close	sudden
6.	low	reach	high	decide	cave
7.	bottom	turtle	chipmunk	top	skin
8.	slow	march	fast	woke	point
9.	earth	sky	peep	library	fruit
10.	half	month	whole	pocket	eight

Score_____%

Level 3^2

E.		a	b	c	d
1.	shut	weave	inch	open	brush
2.	tame	wild	swam	insist	claw
3.	stupid	knife	indeed	wise	eager
4.	weak	politely	mirror	hoof	strong
5.	question	answer	language	master	fresh
6.	tall	scatter	short	jacket	donkey
7.	whisper	though	manage	shout	express
8.	tiny	pound	huge	leap	safety
9.	enter	wiggle	paster	doctor	leave
10.	cool	warm	number	beast	peak

Score_____%

Level 4

F.		a	b	c	d
1.	above	platform	below	statue	increase
2.	false	praise	mule	stable	true
3.	clean	fifty	manner	hat	dirty
4.	idle	busy	corner	haste	limit
5.	difficult	favor	easy	may	fear
6.	hot	invent	cold	red	met
7.	permit	mine	retire	forbid	special
8.	enormous	road	machine	tiny	luxury
9.	even	odd	have	every	college
10.	lend	dollar	borrow	flame	noise

Score_____%

Level 5

G.		a	b	c	d	
1.	capture	hermit	release	discover	note	
2.	depth	ninth	imagination	height	observation	
3.	follower	neglect	tempt	leader	multiply	
4.	occasional	tenth	frequent	muscle	reel	
5.	joyful	pretend	mend	gloomy	errand	
6.	goodness	needle	evil	berry	anchor	
7.	careless	amuse	conflict	alert	snowy	
8.	mourn	blink	shudder	rejoice	notion	
9.	poverty	wealth	blush	objection	merrily	
10.	shallow	confuse	deep	lecture	bestow	Score_____%

Level 6

H.		a	b	c	d	
1.	brillant	germ	dull	immortal	heal	
2.	foreigner	native	medicine	reckless	vibrate	
3.	plentiful	anyway	signal	scarce	legend	
4.	soften	hasten	furious	gap	harden	
5.	expand	contract	physical	cushion	handful	
6.	patriot	torch	traitor	ashore	objection	
7.	stillness	transparent	abode	uproar	gallant	
8.	visible	rascal	unseen	squeak	tease	
9.	loosen	rarely	wrought	inspire	tighten	
10.	graceful	clumsy	supreme	onward	fireplace	Score_____%

Junior High

I.		a	b	c	d
1.	indifferent	motorist	eager	superintendent	mammal
2.	consistent	mischief	dungeon	viewpoint	irregular
3.	coarse	turnip	beset	flatten	refined
4.	respect	contempt	linger	similar	thrash
5.	cautious	dizzy	rash	shark	laden
6.	wasteful	postal	thrifty	dispense	garb
7.	trivial	gathering	overtook	significant	bog
8.	fickle	prank	martial	steadfast	emerald
9.	extraordinary	common	rave	befall	fruitless
10.	refusal	flake	consent	revel	vile

Score_____%

Senior High

J		a	b	c	d
1.	abhor	childish	cherish	destroy	petrify
2.	emancipate	inquest	nurture	enslave	static
3.	stationary	turnover	presto	mobile	corpuscle
4.	sparse	sparkle	dense	demure	residue
5.	fetter	midget	ownership	unbind	imposter
6.	opaque	javelin	transparent	condescend	vesper
7.	harmonious	excise	cleat	discordant	gourd
8.	incompetent	quaver	flawless	capable	forsake
9.	antagonize	conciliate	incoherent	visibility	collide
10.	admonish	auspicious	commend	intricate	wiry

Score_____%

WORD OPPOSITES TEST (READING) KEY

A.	B.	C.	D.	E.
1. mother	1. city	1. buy	1. end	1. open
2. girl	2. took	2. leg	2. wet	2. wild
3. out	3. stand	3. late	3. king	3. wise
4. little	4. stop	4. sister	4. well	4. well
5. there	5. laugh	5. start	5. closed	5. closed
6. night	6. front	6. uncle	6. high	6. short
7. down	7. before	7. good	7. top	7. shout
8. her	8. always	8. hard	8. fast	8. huge
9. stop	9. found	9. light	9. sky	9. leave
10. no	10. over	10. push	10. whole	10. warm
1	2^1	2^2	3^1	3^2

F.	G.	H.	I.	J.
1. below	1. release	1. dull	1. eager	1. cherish
2. true	2. height	2. native	2. irregular	2. enslave
3. dirty	3. leader	3. scarce	3. refined	3. mobile
4. busy	4. frequent	4. harden	4. contempt	4. dense
5. easy	5. gloomy	5. contract	5. rash	5. unbind
6. cold	6. evil	6. traitor	6. thrifty	6. transparent
7. forbid	7. alert	7. uproar	7. significant	7. discordant
8. tiny	8. rejoice	8. unseen	8. steadfast	8. capable
9. odd	9. wealth	9. tighten	9. common	9. conciliate
10. borrow	10. deep	10. clumsy	10. consent	10. commend
4	5	6	Jr. High	Sr. High

PHONOGRAM LIST

D. D. Durrell, Boston University

Words in the speaking vocabularies of primary grade children; phonogram groupings based on "Vocabulary of Rhymes," Webster's Collegiate Dictionary. G. & C. Merriam Company.

ab - cab, crab, dab, jab, scab, stab
able - table, stable
ace - ace, brace, grace, lace, place, race, trace, face
ack - back, black, crack, jack, lack, pack, quack, rack, stack, shack, smack, snack, tack, track
act - act, fact
ad - bad, dad, fad, glad, had, lad, mad, pad, sad
ade - blade, fade, made, shade, spade, trade, wade
afe - safe
ag - bag, drag, flag, gag, rag, sag, snag, tag, wag
age - age, cage, page, sage, stage
aid - aid, braid, maid, afraid, laid, paid
ail - ail, fail, frail, hail, jail, mail, nail, pail, quail, rail, sail, snail, tail, trail, wail
ain - brain, chain, drain, gain, grain, lain, main, pain, plain, rain, sprain, stain, train
aint - faint, paint, quaint, saint
air - air, chair, fair, hair, pair, stair
ait - bait, wait
ake - bake, brake, cake, flake, lake, make, rake, shake, snake, stake, take, wake, mistake
ale - ale, bale, gale, male, pale, sale, scale, stale, tale, whale
alf - half, calf
alk - balk, chalk, stalk, talk, walk
all - ball, call, fall, hall, small, stall, tall, wall
all - shall
am - clam, cram, dam, ham, jam, slam, swam (also: amb - lamb)

ame - blame, came, dame, flame, game, lame, name, same, shame, tame
amp - camp, clamp, cramp, damp, lamp, ramp, stamp, tamp, tramp
an - an, bran, can, fan, man, pan, plan, ran, span, tan, than, ran
and - and, band, brand, grand, hand, land, sand, stand
anned - canned, fanned, planned, tanned
andle - candle, handle
ane - lane, pane, plane, cane
ange - arrange, change, range, strange
ank - bank, blank, crank, drank, frank, plank, rank, sank, spank, tank, thank
ant - ant, pant, plant, slant
ant - want
ap - cap, chap, clap, gap, lap, map, nap, sap, scrap, tap, trap, wrap, rap, snap
ape - ape, cape, grape, nape, scrape, shape, tape
ar - bar, car, far, jar, mar, scar, star, tar
arch - arch, march, starch
ard - card, guard, hard, lard, yard
are - bare, care, dare, fare, glare, pare, scare, share, snare, square, stare
arge - charge, large
ark - ark, bark, dark, lark, mark, park, shark, spark
arm - alarm, arm, charm, farm, harm
arn - barn, darn, yarn
arp - harp, sharp
art - art, cart, chart, heart, part, smart, start, tart
arry - carry, marry, tarry
ase - base, case, chase, vase

ash - ash, cash, clash, crash, dash, flash, gash, gnash, hash, mash, rash, sash, smash, splash, trash
ask - ask, mask, task
ass - brass, class, glass, lass, mass, pass
ast - blast, cast, fast, last, mast, past
aste - baste, haste, paste, taste, waste
at - bat, cat, chat, fat, flat, hat, mat, pat, rat, sat, that, vat, at
atch - batch, catch, hatch, latch, patch, scratch, snatch
ate - ate, date, gate, hate, late, mate, plate, rate, skate, slate, state
ath - bath, path, lath
attle - battle, cattle, rattle, tattle
aught - caught, taught
ause - because, pause, cause
ave - behave, brave, cave, gave, grave, pave, rave, save, shave, wave
aw - caw, claw, draw, flaw, gnaw, jaw, law, paw, raw, slaw, squaw, straw, taw, thaw
awk - hawk, squawk
awl - bawl, crawl, shawl, scrawl
awn - dawn, drawn, lawn, yawn
ay - bay, bray, clay, day, dray, gay, gray, hay, jay, lay, may, pay, play, ray, say, spray, stay, tray, away
ayed - played, sprayed, prayed

ea - flea, pea, sea, tea
each - beach, bleach, each, peach, preach, reach, teach
ead - bread, dead, head, lead, read, thread
ead - bead, lead, plead, read
eak - break, steak
eal - deal, heal, meal, seal, squeal, steal, veal
eam - beam, dream, gleam, scream, steam, stream, team
ean - bean, clean, lean, mean, wean

eap - cheap, heap, leap, reap
ear - clear, dear, ear, fear, hear, near, rear, smear spear
ear - bear, pear, wear, tear
earn - earn, learn
ease - please, tease
east - east, feast, least, yeast (also: east-breast)
eat - beat, cheat, eat, heat, meat, neat, peat, seat, treat, wheat
eck - check, deck, neck, peck, speck, wreck
ed - bed, fed, led, shed, sled, wed
edge - edge, hedge, ledge
ee - bee, free, knee, see, three, tree
eed - bleed, deed, feed, need, seed, speed, tweed, weed
eek - cheek, creek, meek, peek, seek, week
eel - eel, feel, heel, kneel, peel, reel, steel, wheel
eem - seem
een - green, keen, queen, screen, seen
eep - creep, deep, keep, peep, sheep, sleep, sweep, weep steep
eer - beer, cheer, deer, steer
eet - beet, feet, meet, sheet, sleet
eeze - breeze, freeze, sneeze, squeeze, wheeze
eft - left, theft
eg - beg, leg, peg
eld - held, weld
elf - elf, shelf, self
ell - bell, cell, fell, hell, sell, shell, smell, spell, tell well, yell, swell
elp - help, yelp
elt - belt, felt
em - gem, hem, stem, them
en - den, hen, men, then, when, wren
ence - fence

ench - bench, drench, wrench, wench
end - bend, blend, end, lend, mend, send, spend, tend
ent - bent, cent, dent, lent, vent, sent, spent, tent, went
ept - crept, kept, slept, swept, wept
er - her
erry - berry, cherry, ferry, merry
esk - desk
esh - flesh, fresh, mesh
ess - bless, chess, dress, guess, less, mess, press
est - best, blest, chest, guest, nest, pest, rest, test, vest, west
et - bet, get, jet, met, net, pet, set, wet, yet
etter - better, letter, setter, wetter
ew - few, mew, new, pew, chew, flew, grew, knew, stew
ib - bib, crib, fib, rib
ice - dice, ice, lice, nice, price, rice, slice, spice, twice
ick - brick, chick, click, kick, lick, nick, pick, quick, sick, stick, thick, trick
id - bid, did, hid, kid, lid, rid, skid, slid
ide - bride, glide, guide, hide, pride, ride, side, slide, tide wide
idge - bridge, ridge
ie - die, pie, tie
ief - brief, chief, grief, thief
ife - fife, knife, life, wife
ift - drift, gift, lift, sift, swift
ig - big, dig, fig, pig, twig, wig
igh - high, sigh, thigh
ight - bright, fight, flight, fright, height, knight, light, might, night
ign - sign, design
ike - hike, like, pike, spike, strike, alike
ild - child, mild, wild
ile - file, mile, pile, smile, tile, while
ilk - milk, silk
ill - bill, chill, dill, drill, fill, grill, hill, ill, kill, mill, skill, spill, still, thrill, will

im - dim, him, rim, skim, slim, trim
ime - chime, crime, dime, grime, lime, prime, time
imp - imp, limp, shrimp
in - bin, chin, din, fin, gin, grin, in, pin, sin, skin, spin, thin, tin, twin, win
ince - mince, prince, quince, since
inch - finch, inch, pinch, winch
ind - bind, blind, find, grind, hind, kind, mind, wind (only one short i - wind)
ine - dine, fine, line, mine, nine, pine, shine, spine, tine, twine, vine, whine, wine
ing - bring, cling, ding, king, ping, ring, sing, sling, spring, sting, string, swing, thing, wing, wring
ink - blink, brink, drink, ink, kink, link, pink, shrink sink, stink, think, wink
int - flint, glint, hint, lint, mint, print, splint, squint, tint
ip - chip, clip, dip, drip, flip, grip, hip, lip, nip, rip, ship, sip, skip, slip, snip, strip, tip, trip, whip
ird - bird, third
ire - fire, hire, spire, tire, wire
irl - girl, twirl, swirl, whirl
irt - dirt, flirt, shirt, skirt, squirt
is - his, is
ish - dish, fish, wish
isk - disk, brisk, risk
iss - kiss, hiss, miss
ist - fist, list, mist, twist, wrist
it - bit, fit, grit, hit, kit, lit, mitt, pit, quit, sit, slit spit, wit, knit
ite - bite, kite, site, spite, white, write
ive - dive, five, hive, live, strive, thrive, arrive
ive - give, live
ix - fix, mix, six
ize - prize, size

oach - coach, poach, roach
oad - load, road, toad

oaf - loaf, oaf
oak - cloak, oak, soak
oal - coal, foal, shoal
oan - loan, moan, roan
oap - soap
oar - boar, roar, soar
oast - boast, coast, roast, toast
oat - boat, coat, float, gloat, goat, oat, throat
oard - board, hoard
ob - bob, cob, job, knob, mob, rob, sob
obe - globe, robe
ock - block, clock, cock, crock, dock, flock, frock knock, lock, rock, shock
od - clod, cod, God, nod, pod, prod, rod, sod
ode - code, rode
odge - dodge, lodge
oe - doe, foe, hoe, toe (also: shoe)
oft - loft, oft, soft
og - bog, cog, dog, fog, frog, hog, log
oice - choice, voice, rejoice
oil - boil, broil, coil, foil, oil, soil, spoil, toil
oin - coin, join
oise - noise, poise
oke - broke, choke, coke, joke, poke, smoke, spoke stroke, awoke
old - bold, cold, fold, gold, hold, mold, sold, told
ole - hole, mole, pole, sole, stole, whole
oll - roll, stroll, toll (also: doll)
olt - bolt, colt, jolt
ome - dome, home (also: come)
on - son, ton, won (also: on, upon)
ond - blond, bond, fond, pond
one - done, none, one
ong - along, gong, long, prong, song, strong, throng wrong
ood - good, hood, stood, wood
oof - hoof, roof, proof

ook - book, brook, crook, hook, look, shook, took
ool - cool, drool, fool, pool, school, spool, tool
oom - bloom, boom, broom, gloom, groom, loom, room
oon - coon, croon, moon, noon, spoon, soon
oop - coop, droop, hoop, loop, scoop, stoop, swoop, troop
oor - door, floor
oose - goose, moose, loose, noose
oot - boot, hoot, loot, shoot, toot
op - chop, crop, drop, flop, hop, lop, mop, pop, prop, shop, slop, sop, stop, top
ope - hope, mope, rope, slope
ore - bore, core, fore, score, shore, snore, sore, store, swore, tore, wore
ork - cork, fork, pork, stork (also: work)
orm - form, storm
orn - born, corn, horn, morn, scorn, thorn
ort - short, sort, fort, port, sport
ose - chose, close, nose, pose, rose, those
oss - boss, cross, loss, moss, toss, across
ost - cost, frost, lost
ost - host, most, post
ot - blot, cot, dot, got, hot, jot, knot, lot, not, pot, plot, rot, shot, trot, tot
ote - note, quote, rote, vote
oth - broth, cloth, moth (also: both)
ouch - couch, crouch, ouch, pouch, slouch (also: touch)
oud - cloud, loud, proud, shroud
ough - rough, tough, enough (also: dough)
ought - brought, bought, fought, ought, sought, thought, wrought
oul - foul (also: soul)
ould - could, should, would (also: mould)
ound - bound, found, ground, hound, mound, pound, round, sound, wound, (also: wound)
ount - count, mount, amount
our - flour, hour, our, scour, sour (also: four)

ouse - blouse, house, louse, mouse
out - about, out, pout, scout, snout, spout, stout, trout
ove - clove, cove, drove, grove, stove
ove - dove, glove, love, shove, above (also: move)
ow - bow, brow, cow, how, mow, plow, prow, row, scow, sow, vow, allow
ow - blow, bow, crow, flow, glow, grow, know, low, mow row, show, slow, snow, stow, throw
owl - fowl, growl, howl, owl, prowl, scowl
own - brown, clown, crown, down, drown, frown, gown, town
own blown, flown, grown, mown, known, own, shown, sown
ox - box, fox, ox
oy - boy, coy, joy, toy
oze - doze, froze

ub - club, cub, grub, hub, scrub, shrub, stub, tub,
ube - cube, tube
uch - much, such
uck - chuck, cluck, duck, luck, puck, stuck, shuck, suck, truck, tuck
ud - bud, mud, cud, thud
udge - budge, grudge, judge, nudge, smudge
uff - bluff, cuff, gruff, snuff, stuff, puff
ug - bug, drug, dug, hug, jug, mug, plug, rug, smug, snug, tug (uge: huge)
ule - mule, yule
ull - dull, gull, hull, skull
ull - bull, full, pull
um - drum, gum, hum, plum, rum, scum, slum, strum, sum
umb - crumb, dumb, numb, plumb, thumb
umble - bumble, fumble, humble, jumble, mumble, rumble, stumble, tumble
ump - bump, dump, hump, jump, lump, plump, pump, rump, slump, stump, thump, trump
un - bun, dun, fun, gun, nun, pun, run, spun

unch - bunch, crunch, hunch, lunch, munch, punch, scrunch
und - fund
une - June, tune, prune
ung - clung, flung, hung, lung, rung, slung, sprung, strung, sung, swung, stung
unk - bunk, chunk, drunk, hunk, junk, punk, shrunk, skunk, spunk, sunk, trunk
unny - bunny, funny, sunny
unt - blunt, bunt, grunt, hunt, punt, runt, stunt
up - cup, pup, sup, up
ur - blur, cur, spur, fur
ure - cure, pure (also: sure)
urn - burn, churn, spurn, turn, urn, return
urse - curse, nurse, purse
urt - hurt, spurt
us - bus, plus, us
ush - push, bush
ush - blush, brush, crush, flush, gush, hush, mush, plush, slush , thrush
usk - dusk, husk, tusk
uss - fuss, muss
ust - bust, crust, dust, just, must, rust, trust
ut - but, hut, jut, nut, rut, shut, smut
uy - buy
uzz - buzz, fuzz

VOCABULARY LIST

THE 4000-WORD LIST

Every word in the following list of 4000 words has been checked with available scientific studies and is ranked as of high frequency and usefulness to both students and adults.

The words have been grouped into broad frequency classifications of one thousand each according to their word count in student and adult written and oral language. Each broad classification has been further divided into groups of twenty words each for ease in recognition, definition, and spelling.

Many students study one column of words each day -- learning to recognize them, know their meaning, and spell them correctly. This means that they can complete the total word list in less than one semester's time. Other students study one group of twenty words per day, thereby completing the total list in two semesters. Whichever method you use, you can be sure that the time will be well spent.

a
baby
call
daily
each
face
gain
had
I
job
keep
labor
machine
name
orbit
page
quarter
race
safe
table
uncle
valley
wait
yard
accept
ball
cannot
dark
east
fall
gather

hand
if
joy
land
manner
native
of
pear
act
bay
care
airplane
able
back
came
dance
ear
fact
game
hair
ice
John
kept
lady
made
narrow
object
paid
queen
railroad
said

take
under
value
walk
year
according
bank
can't
date
easy
family
gave
hang
ill
judge
kitchen
large
many
natural
off
paper
action
be
carry
dead
about
bad
camp
danger
early
fail

garden
half
I'd
join
kill
laid
make
nation
obtain
pain
question
rain
sail
taken
understand
various
wall
yellow
account
base
captain
daughter
eat
famous
general
happen
I'll
just
knee
last
mark

nature
offer
Paris
add
bear
case
deal
above
bag
can
dare
earth
fair
gate
fall
idea
journal
kind
lake
man
national
notion
paint
quickly
raise
salt
talk
union
vary
want
yes

across
battle
car
day
edge
far
gentle
happy
I'm
king
knew
late
march
near
office
part
admit
beat
catch
dear
effort
farm
gentlemen
hard
important
knight
laugh
market
nearly
officer
party

quite
same
taste
United States
view
war
yet
advance
beautiful
caught
sent
else
father
get
he
increase
leader
material
neighbor
old
patch
reach
say
tell
upon
vote
you're
again
become
century
deep
English
feet
glad
heard

egg
farmer
George
has
in
know
law
marry
necessary
often
pass
ran
sat
teach
unless
village
warm
you
affair
beauty
cause
death
end
favor
girl
head
indeed
learn
matter
neither
on
pay
read
scene
ten

us
Washington
yourself
against
bed
certain
degree
enjoy
feel
glass
heart
eight
fast
German
hat
inch
knowledge
lay
Mary
neck
oh
passage
rate
save
teacher
until
visit
was
young
afraid
became
cent
decide
enemy
fear

give
health
Indian
least
may
never
once
peace
ready
school
than
use
wasn't
youth
age
been
certainly
demand
enough
fellow
to
heat
either
fat
Germany
have
include
known
lead
master
need
oil
paste
rather
saw

tear
up
voice
wash
your
actor
because
center
declare
England
fell
given
hear
industry
leave
me
new
one
people
real
sea
thank
usually
waste
afternoon
ago
before
chair
department
enter
felt
God
heaven
instead
led

mean
news
only
perhaps
realize
season
that
watch
agree
began
chance
desire
escape
few
going
heavy
is
less
member
nice
order
picture
record
seek
them
way
almost
believe
check
die
evening
figure
good
bacon
it

life
method
none
out

plan
remain
send
therefore
week
interest
left
skin
newspaper
open
period
really
second
the
water
air
begin
change
destroy
system

especially
gold
height
island
let
men
night
other
piece
red
seem
themselves

we
alone
belong
Chicago
difference
ever
fill
got

her
it's
lift
middle
nor
outside
plant
remember
sense
these
well
into
leg
meat
NewYork
opinion
person
reason
seat
apron

wave
all
behind
character
did
fifty
Europe
golden

held
isn't
letter
mention
nine
ought
plain
refuse
seen
then
wear
along

chief
different
every
finally
government
here
its
light
might
north
over
play
remove
serve
they
went
iron
length
meet
next

or
pick
receive
see

their
weight
allow
being
charge
didn't
fight
even
gone
help
issue
lie
met
know
our
place

regard
sell
there
weather
already
beside
child
dinner
everything
fine
grass
herself
itself
like
mile
nose
pleasant
reply
service
thin

were
also
best
children
direct
example
gray
he's
line
milk
not
please
report
set
thing
west
America
big
claim
divide

experience
first
ground
himself
live
minute
now
pound
rich
shade
this
where
an
black
clothes
doesn't

floor
guess
honor
lord

money
present
rise
she
thought
although
better
church
direction
except
finger
great
high
lip
million
pleasure
rest
settle
think
what

American
bill
class
do
explain
fish
group
his
London
miss
number
power

ride
shall
those
whether
and
blood
close
dog
flow
guide
hope
loose
month
president
river
ship
thousand
always
between
circle
discover
exercise
finish
green
hill
listen
mind
nothing
point
result
seven
third
whatever
among
bird
clean

doctor
express
fit
grow
history
long
modern
position
practice
right
shape
balloon
which
animal
blow
cloud
dollar
flower
hold
horse
lose
moon
press
road
shoe
three
am
beyond
city
distance
expect
fire
grew
him
little
mine

notice
poor
return
several
thirty
when
amount
bit
clear
does
eye
five
guard
hole
look
moment
possible
prepare
ring
share
though
while
another
blue
club
done
fly
home
hot
lost
more
pretty
rock
shock
through
white

any
board
coal
don't
follow
hour
love
morning
price
roll
shore
thus
whose
are
born
color
down
foot
decent
footstep
bulb
dainty
hip
forge
civilized
jungle
decorate
mound
leadership
bump
napkin
comedy
handful
overflow
pail
opponent

paddle
cabbage
bucket
cedar
darken
gap
butler
ham
who
answer
boat
coat
door
following
house
let
most
banana
roof
short
tie
why
arm
both
come
draw
for
human
husband
produce
round
south
tire
wild
arrive
branch

common
drink
forest
movement
provide
put
told
window
as
bring
consider
due
forward
music
spoke
top
wish
hundred
mountain
promise
rule
space
to
will
art
break
company
drive
forget
mister (Mr.)
public
speech
tomorrow
wing
ask
British

contain
during
found
must
spot
touch
with
whole
anything
body
cold
double
food
how
low
mother
probably
room
shot
till
wide
army
box
coming
dream
force
hurry
mouth
prosper
run
speak
today
win
bandage

bridge
complete
drop
form
Mrs.
pull
spend
too
winter
at
broken
continue
duty
four
my
spread
toward
within
whom
appear
book
college
doubt
fool
however
lower
mount
problem
rose
sound
time
wife
around
boy

command
dress
foreign
hurt
move
prove
rush
special
together
wind
article
bright
condition
dry
former
much
purpose
spirit
took
wise
attempt
brother
control
forth
France
myself
spring
town
without
daddy
clip
elevate
buyer
harsh

insure
chuckle
legion
Maryland
comprehend
mess
buzz
mining
compliment
attention
cook
free
square
trade
woman
build
from
tried
won't
business
country
so
start
away
cool
fresh
saint
train
women
could
front
trip
word
busy

course
society
state
brought
corner
French
stand
travel
wonder
couldn't
fruit
trouble
work
but
court
soft
station
brown
cost
friend
star
tree
wonderful
count
full
true
world
butter
cover
soil
stay
kiss

SECOND 1000 WORDS

accident
bake
cabin
Dan
earn
factory
gas
handle
current
Jack
kids
lack
machinery
nail
oak
pace
quality
rail
sacrifice
tail
understanding
vain
wage
baseball
activity
bare
campaign
dawn
economic
false
accompany

balance
cake
dangerous
ease
faint
gay
handsome
imagine
James
kindly
lad
mad
naturally
obey
pack
quantity
railway
sad
tale
understood
valuable
wagon
yesterday
actual
bark
cap
debt
editor
fame
accomplish
band

California
dark
easily
fairly
gaze
happiness
immediate
January
kingdom
lamp
magazine
necessity
observe
palace
quarrel
range
safety
task
uniform
variety
wake
yield
actually
basket
capital
December
education
familiar
acre
bar
calm

dash
eastern
faith
generally
harbor
immediately
Jim
knife
language
maid
nest
occasion
pale
quick
rank
sailor
taught
unite
vary
warn
you'd
addition
beach
card
deck
effect
fancy
giant
hardly
improve
Jane

June
largely
mail
net
occupy
pan
particularly
rapidly
saint
tax
university
urge
vegetable
weak
you'll
advantage
beast
careful
decline
elect
fare
glow
haven't
influence
lean
manage
noon
nurse
opportunity
passenger
recall

sand
telephone
tender
virtue
wheel
ah
bell
cat
central
defense
gift
harm
independent
journey
justice
Latin
main
noble
occur
parent
party
ray
sake
tea
unknown
useful
vessel
wealth
you've
adventure
bee

carefully
deed
electric
farther
goat
he'd
inform
leap
map
northern
nut
oppose
passion
recent
satisfy
temperature
tent
volume
whenever
ahead
beneath
cattle
chain
delay
glance
Harry
indicate
July
justify
leading
major
nod
o'clock
part
quiet

reader
salary
team
basement
usual
victory
weight
admire
advice
beg
cast
defeat
element
fashion
goes
heal
information
leather
March
November
official
opposite
patient
recently
Saturday
temple
terrible
western
whisper
aid
benefit
cease
chamber
delight
glory

hate
individual
jump
knock
league
majority
noise
October
particular
quietly
rear
sale
teeth
upper
vast
Virginia
welcome
adopt
affect
begun
castle
defend
Elizabeth
fate
governor
herald
inquire
lesson
mark
numerous
operation
orange
pattern
recognize
saving

tend
territory
wet
whistle
aim
bent
cell
chapter
deliver
empire
fault
fifth
hero
inside
level
marriage
organization
owner
per
personal
recover
scale
score
section
test
William
alive
beside
Charles
cheer
democratic
engine
feeling
grave
hit

intend
Lincoln
maybe
pile
pity
relation
seldom
senator
there's
wit
anybody
blame
chose
circumstances
design
equal
final
grown
horn
employ
favorite
gradually
hide
insist
liberty
married
original
Paul
perfect
Peter
reduce
scarcely
search
secure
threaten

willing
ancient
bid
charm
China
deny
entire
fence
greatly
howl
interesting
lion
meaning
pine
plane
relief
select
separate
thick
witness
apart
blind
chosen
citizen
desk
establish
firm
growth
hospital
empty
February
grain
highly
instance
library

mass
ourselves
pen
perform
Philadelphia
region
scatter
secret
seed
theater
wine
announce
birth
cheap
choice
depart
entirely
fifteen
Greek
holy
introduce
load
meant
pink
plate
religion
self
September
thinking
wolf
appearance
block
Christian
civil
event
detail

fix
guest
household
engage
feed
grand
higher
instant
limit
match
owe
Pennsylvania
permit
pie
regular
science
secretary
seize
theory
wire
anybody
bitter
cheek
choose
desert
entrance
grace
greet
honey
Italian
local
memory
pipe
plenty
religious
senate

series
Thomas
won
apply
bob
Christmas
clearly
determine
everybody
flag
gun
hung
brave
conclude
connect
disease
expression
forgot
motion
prize
production
route
spoil
stamp
steady
tower
aunt
breathe
content
copy
division
fought
raw
Russian
stretch
struck

training
average
property
broke
bury
cousin
drew
freedom
protest
style
sufficient
treaty
creature
fully
purchase
surely
trick
swing
furnish
sort
sudden
bread
conduct
consent
disk
extend
forgotten
motor
proceed
professor
rope
sport
standard
steal
track
author

breath
contract
corn
dozen
foundation
royal
stir
string
struggle
traveler
avoid
proportion
brush
county
cow
drove
frequently
proud
substance
sum
tremble
credit
fun
pure
surface
troop
sword
furniture
soul
suddenly
breakfast
confidence
considerable
display
folk
fortune

murder
process
profit
rough
stage
stare
steam
track
automobile
brief
convention
correct
doctor
fourth
ruin
strain
strip
student
treasure
awake
propose
burst
couple
cream
duke
friendly
publish
succeed
Sunday
trial
cried
funny
push
surround
twice
crop

success
suffer
summer
breast
congress
consist
distant
forever
forty
murmur
product
progress
root
stair
statement
steel
trail
avenue
broad
conversation
council
drag
frame
Russia
stranger
stroke
stuff
treat
awful
protect
bush
courage
create
dust
friendship

pupil
successful
superior
tribe
crime
fur
supper
swell
swim
crown
such
sugar
sure
suggest
supply
surprise
farther
still
trust
worth
by
stop
twelve
written
cry
steam
strong
shoulder
hungry
merchant
pocket
police
remark
serious
shake

threw
wool
appoint
boil
clerk
cloth
develop
everywhere
flame
loose
lying
population
possess
misfortune
calculate
persist
deliberately
plough
collapse
Poland
dominion
obscure
chorus
poor
representative
sheet
shine
shone
throw
worry
arose
bore
coffee
suit
support

sweet
future
stack
truth
would
buy
store
twenty
wrong
cup
street
study
shout
locate
mere
poem
policy
render
servant
shame
throat
wore
approach
bond
climb
clothe
development
evidence
flash
loud
message
porch
possession
powerful
republican

shelf
shock
shut
thrown
worse
arrange
Boston
coin
suppose
soon
something
step
stone
try
wouldn't
cross
storm
two
wrote
cut
strength
subject
show
lock
merely
poet
political
repeat
settlement
shark
thread
worker
April
bone
block

clothing
devil
evil
flat
lovely
metal
port
possibility
powder
request
shelter
shook
sign
gymnasium
worship
artist
bottle
collect
sold
sometime
son
stick
turn
write
crowd
story
type
straight
strange
strike
should
sick
leg
merry
pole

popular
represent
shadow
sheep
throughout
worn
actual
border
closely
coast
devote
exactly
fleet
lover
midnight
portion
potato
practical

reserve
she's
shoot
silent
ticket
worst
aside
bottom
colonel
plaster
esteem
circus
gorgeous
exile
personally
chestnut
circulation

obedience
Oregon
document

guardian
parade
cement
missionary
destiny
mortgage
Panama
cigar
entry
devise
nominate
patriot
chant
nostril
diameter
paste
Colorado
poll
commodity
colony

diamond
examine
flesh
mighty
practically
precious
respect
similar
situation
stood
smith
tiny

slow
worthy
association
bound
commission
companion
dine
excuse

flood
mistake
preserve
principle
roar
somewhat
source
spare
tone
Atlantic
comfort
Dick
excellent
flew
military
praise
presence
reveal
simply
shirt

smooth
tip
curious
wound
assume
bow
committee

compel
directly
exist
bicycle
mix
prevent
print
rode
sorrow
southern
speed
tongue
attach

comfortable
difficult
exchange
flight
mill
pray
presently
revolution
sin
curtain
social
title
slept
writer
assure
bowl
community
completely
disappear
experiment

flour
model

pride
prison
Roman
sorry
Spain
spite
tonight
attitude
commerce
difficulty
exclaim
float
minister
prayer
prefer
Richard
sink
slip

someone
Tom
custom
asleep
ate
brain
prepare
concern
discovery
expense
fold
moral
principal
prisoner
Rome
sought
Spanish

splendid
total
August

sang
thoroughly
vice
we're
Africa
bean
capacity
deceive
election
feast
glitter
heap
income
accustom
bade
cage
dad
eager
factor
garment
hail
ideal
Japan
keen
twin
madam
navy
occasionally
palm
quote
rage
saddle
temper
unhappy

veil
weakness
harvest
image
Jean
savage
Texas
upward
velvet
wedding
administration
bath
candy
dart
Egypt
fan
ghost
hasten
oblige
package
queer
rabbit
sack
tailor
ugly
vacation
waist
yonder
acid
bargain
Canada
damage
eagle
fade

generation
hammer
idle
Japanese
kick
lace
magic
naked
observation
painting
quit
radio
sacred
tap
unable
vanish
warrior
yours
acquaint
barn
canal
dame
Earl
failure
generous
handkerchief
illustrate
jar
kindness
kitten
lane
maiden
occupation
papa

missile
rapid
sadly
terribly
universal
acquaintance
barrel
candidate
Kennedy
echo
fairy
genius
blot
imagination
Jerry
knit
lap
majesty
bleed
odd
pardon
rare
San Francisco
terror
improvement
weep
weary
acquire
basis
candle
darling
Edward
faithful
gently

haste
import
jewel
laughter
male
Ohio
impression
lend
lawn
manager
olive
partner
raw
sank
they're
venture
weed
advise
bathe
canoe
David
eighteen
farewell
gleam
impossible
unusual
Jimmy
lawyer
mankind
needle
opening
pasture
readily
satisfaction

thirteen
verse
vein
affection
beam
capable
decay
elder
fasten
glimpse
hay
incline
Joe
layer
marble
neglect
opera
Johnny
twinkle
Margaret
Negro
operate
patch
refer
scare
thrill
victim
we've
afterward
beard
cape
decision
elephant
feather

globe
heavily
independence
joint
least
astronaut
neighborhood
organ
patience
reflect
scheme
throne
vine
what's
bedroom
capture
deer
eleven
fed
glorious
hedge
India
joke
let's
marvelous
organize
payment
reform
lamb
magnificent
violet
bluff
swear
beginning
career

definite
embrace
federal
glove
Helen
industrial
Jones
lieutenant
Massachusetts
ornament
pea
register
scorn
thunder
voyage
agriculture
bench
catholic
depth
encounter
fierce
govern
hesitate
inspire
limb
meantime
leer
relative
scream
tight
wilderness
aloud
bind
channel
despair

energy
financial
grandmother
rat
parlor
vision
wherefore
agency
beheld
Carolina
delicate
emotion
female
goodby
hell
inhabitant
Joseph
lightly
mate
hours
pearl
scratch
Thursday
whirl
alas
bend
cave
descend
encourage
file
gown
hid
instantly
linen
meanwhile

pencil
release
screen
timber
wipe
ambition
birthday
characteristic
desperate
engineer
firmly
grape
reckless
pat
visitor
whatever
agent
belief
carriage
delightful
emperor
fetch
goodness
hen
injure
juice
lightning
mayor
overcome
peasant
reign
Scotland
tide
wicked
Alice

betray
cellar
description
endeavor
film
grade
hidden
instinct
liquid
medical
penny
relieve
seal
tin
wisdom
angel
bishop
charity
destruction
enormous
fled
grasp
scientific
thrust
vow
agreement
belt
whip
cash
deposit
enable
fever
goose
herd
insect

junior
meadow
owl
peculiar
relate
scout
tiger
widow
alike
Billy
champion
deserve
endure
finance
grandfather
highway
institution
liquor
medicine
perceive
remarkable
security
tobacco
wives
angle
bite
Charley
device
entertain
flock
grateful
holiday
instruct
literature
mental

performance
remedy
sentence
toe
wooden
annual
blade
charming
dew
equally
flung
grief
hop
intelligence
lodge
Mexico
ox
republic
sharply
tooth
wreck
blaze
cherry
grove
interrupt
lumber
neighboring
photograph
responsibility
shield
toy
approve
boast
chest
dip

essential
forgive
humble
invention
missing
notion
honorable
instruction
literary
mercy
perish
remind
seriously
toil
working
ant
blank
chase
differ
equipment
follower
grieve
horror
intention
lonely
midst
persuade
reputation
shed
torn
writing
blew
dim
guilty
interval

lunch
nerve
phrase
responsible
shift
tradition
arch
bold
chiefly
director
estate
fork
humor
invitation
Mississippi
novel
hook
instrument
lively
merit
permanent
renew
seventy
ton
worm
anxious
blanket
cheerful
dig
ere
fond
grip
ghost
interior
Lewis

mild
Philip
rescue
shepherd
toss
apartment
bloom
error
golf
introduction
luxury
nervous
physical
restore
shift
traffic
area
boot
chill
dirty
estimate
formerly
hunger
involve
mistress
pig
Truman
insurance
loan
messenger
personality
repair
sew
tool
wrap

anywhere
blast
cheese
dignity
erect
foolish
groan
howl
international
luck
mineral
philosophy
resolve
sheriff
towards
application
blossom
forehead
Hudson
invent
mirror
normal
physician
retain
shown
trap
argue
borrow
chimney
discharge
eternal
fort
hunter
Irish
mixture

pigeon
retire
shortly
treatment
argument
bother
Chinese
discuss
European
fountain
hut
pillow
rib
sixteen
trunk
arrest
brilliant
clever
bonfire
combination
distinguish
excite
freeze
Monday
platform
plow
politics
ridge
slice
slope
softly
twist
bull
commit
concerning

confess
doctrine
expedition
fright
mostly
pot
pretend
rival
sometime
spell
stable
retreat
shower
trim
arise
brass

Christ
dispose
evidently
fourteen
Italy
pin
ribbon
sixty
tube
arrival
Britain
cliff
collar
commander
distress
excitement
freight
monument
player
plunge

pond
rifle
slender
snap
solid
ashamed
bunch
complaint
conclusion
conflict
doll
expert
frost
mouse
preach
prevail
roast
sore
spoken
staff

review
signal
triumph
armor
brick
civilization
dispute
exact
frank
I've
pitch
rice
skate
tumble
arrow
brow

climate
collection
comment
disturb

executive
frequent
moreover
plead
pointed
pool
ripe
slide
soap
solve
Asia
bureau
compose
condemn
confusion
domestic
explanation
frozen
mud

preparation
previous
rob
soup
spoon
statue
reward
silly
truly
arrangement
bride
clay
distinct

exception
Fred
mock
planet
rid
skill
tune
ash

bud
coach
commerical
column
divine
existence
Friday
mortal
plot
poison
possibility
risk
slightly
sob
somehow
assemble
bushel
conceal
conference
connection

doorway
expose
function
muscle
pressure
priest
Robert
Russell

spy
steadily
assembly
button
consequence
constitution
contest
Dorothy
extent
racket
sage
tan

pork
salmon
tangle
rascal
tenant
rake
secondary
predict
tavern
refresh
testify
recess
temptation
preference
tennis
shrink
sermon
plume
satin
radiant

publisher
tackle
recite
tease

producer
teaspoon
scrub
preface
temperate
assert
conquer
consideration
construct
continent
dot
extra
fund
mystery
professional
robin

starve
stern
stomach
straw
atmosphere
sweat
copper
cottage
drain
extremely
rub
struck
attractive
crazy
criminal
drift
protection
ruler
supreme
aware

curiosity
duck
punishment
pursue
soldier
customer
side
silver
funeral
princess
program
Brazil
steep
stiff
stoop
striking
swing
contribute
cord
crack
drawn
proof
rubber
cement
audience
creep
crow
driver
province
running
survey
ax
curl
dull
purely

puzzle
swift
dying
sight
simple
sir
size
smile
Tennessee
aggravate
cemetery
cafeteria
technical
apparatus
single
six
small
rebellion
aerial
cashier
assist
conscience
constant
construction
contrary
doubtless
extraordinary
museum
privilege
prohibition
rocky
spear
stocking
stout
strongly

attain
convenient
corporation
crash
dread
properly
rude
suggestion
autumn
crept
cruel
drown
provision
sunlight
suspect
cultivate
curse
dumb
purple
sway
swiftly
some
sign
since
sister
sky
smoke
terrace
arctic
commerical
associate
conscious
constantly
contact
contrast

draft
extreme
musical
proclaim
promptly
rod
stem
stole
stove
structure
attract
convince
correspondent
crew
dreadful
prospect
rug
summon
sweet
swan
crush
drum
punish
sunshine
swallow
cure
curve
dwell
purse
await
sympathy
song
silence
competition
dictionary

sing
sit
condemn
duplicate
sleep
snow
corporation
dyeing
prejudice
ballot
cousin
embarrass
cordial
depot
idea
regret
rap
positive
tariff

FOURTH 1000 WORDS

abide
background
cabinet
daisy
eagerly
fabric
gallant
stage
identify
jacket
Kansas
laborer
swarm
Napoleon
oat
Pacific
quest
Ralph
safely
Sam
tablespoon
uncertain
whale
welfare
abundant
banner
Canadian
dazzle
editorial
fatigue
garrison
harden

illness
jelly
kettle
lantern
mama
nigh
obvious
paradise
rattle
absorb
Baltimore
Caesar
damp
economy
faculty
gallop
Hamilton
ignorant
jail
Kay
lame
maintain
neat
obligation
panic
rack
rang
sentimental
slogan
tame
undertake
waiting

warfare
accord
barren
cannon
death
effective
fearful
geese
harmony
immense
jest
knot
lash
mantle
ninety
occasional
parcel
reality
aboard
backward
cable
dam
earnest
facility
gallery
halt
ignorance
Jackson
keynote
ladder
mainly
naval

objection
painter
quiver
ranch
salad
sandwich
talent
underneath
wail
yell
abuse
widen
cane
deadly
educate
favorable
gasp
hardship
illustration
jersey
kneel
lark
management
nineteen
obviously
parallel
reaction
abundance
banker
calmly
daylight
edition

fatal
gang
happily
Illinois
jealous
keeper
landscape
maker
nephew
observer
pant
rag
rarely
salute
satisfaction
tank
undoubtedly
Walter
well-known
accordingly
basin
twig
dealer
Egyptian
fee
gem
hardness
immortal
winner
knowing
lately
manufacturer

ninth
odor
parliament
realm
sauce
scholar
telegram
unexpected
warmth
zone
accuse
bat
canvas
Carl
debate
eighth
feeble
genuine
harp
imperial
Johnson
lazy
margin
truck
peaceful
receipt
selfish
sentiment
tendency
upright
Wednesday
actor

admiration
beef
carve
celebrate
deem
delegate
elsewhere
fisherman
gloomy
hatred
incident
jury
medium
sulphur
peak
recommend
seventh
bribe
schoolhouse
unfortunate
telegraph
swank
youngster
ache
battery
captive
carpenter
sunny
eighty
survive
gesture
decree
impose
jolly
leaf

marvel
offend
reception
peach
sensation
session
tenth
upset
weekly
adapt
adore
beer
caterpillar
ceremony
define
delicious
emerge
fit
goal
haul
induce
surrender
menace
cushion
pear
reduction
sex
scarlet
scold
temporary
unit
warrant
youthful
achieve
beaver
carbon

carpet
decoration
elaborate
fiery
glare
hastily
impress
Julia
turkey
mast
patient
reckon
reasonable
sensible
settler
fence
utmost
welfare
additional
advertising
beggar
cathedral
chairman
definitely
democracy
emergency
flatter
goddess
scent
screw
tempt
unlike
wax
wealthy
twilight
tunnel

sustain
cart
decrease
elbow
fireplace
glide
hatch
impulse
Jupiter
lecture
mechanical
Paul
recognition
rebel
sensitive
seventeen
thereby
weave
wet
admiral
advocate
behave
ceiling
challenge
Delaware
democrat
employee
flavor
golf
haunt
inevitable
legal
mend
nursery
pebble
reed

shaft
hawk
infant
legend
mercury
offense
pension
reel
crust
succession
fragment
helpless
interfere
loyal
mob
oxygen
porter
resource
spectacle
splash
sprinkle
tragedy
workman
array
aspect
break
condense
Connecticut
consult
distribution
exceed
freely
cylinder
invest
schedule
radical

sausage
popularity
text
shelf
profitable
thermometer
ratio
thirsty
probability
threshold
reap
tent
providence
tick
relish
umbrella
proprietor
rapture
everyone
sugar
henceforth
interview
loyalty
mowed
oyster
poverty
respond
spider
splendor
spur
traitor
woe
artificial
assault
brand
confine

conquest
consume
ditch
excess
fret
Holland
investigation
isle
luster
monarch
mood
presidential
restrain
stagger
transport
wretched
astonish
bronze
continuous
convection
costly
dove
exhibit
extensive
hoof
mourn
attribute
investment
item
moist
evident
frankly
brim
intimate
lucky
moderate

pop
practice
restaurant
spin
split
squire
tramp
wrath
ascend
assign
breed
confirm
conservative
contents
dive
execute
fryer
honesty
monk
moonlight
prey
resume
stain
transportation
wrinkle
attendant
brood
contribution
broadcast
doom
downstairs
invisible
lump
moisture
monkey
moss

primary
revenge
stake
thread
wrought
attorney
Brooklyn
convert
cooperation
broom
dragon
explore
frog
horrible
mute
available
expensive
flock
horizon
movie
Austria
examination
bristle
hint
invade
Lucy
modest
Pope
prairie
restless
spiritual
presume
thigh
scar
tilt
random

violate
timid
prior
wade
scalp
vicinity
quartz
vehicle
recovery
progressive
vacant
shave
tickle
puppy
awhile
costume
frown
hound
multitude
probable
reverse
stalk
tremendous
builder
bunny
craft
furious
hush
prompt
rip
Roosevelt
steamer
bubble
couch
fuel
Howard

muse
proceeding
revolt
stanza
trifle
bulk
butcher
creation
furnace
productive
pronounce
roam
rouse
sting
strawberry
strangely
budget
countenance
fulfill
hum
mutter
proeession
riches
startle
trot
bullet
butterfly
creek
fury
profession
prophet
rubber
buffalo
coward
fundamental
humanity

mysterious
procure
rider
statesman
trouser
brute
cradle
crimson
hurl
prominent
proposal
romance
Ruth
stormy
strive
rural
stolen
strengthen
spray
squirrel
transfer
wreath
ashore
assistance
breeze
confuse
constitute
divorce
exhaust
frighten
hood
luncheon

PHILOSOPHY

READING MULTI-MEDIA SELECTION COMMITTEE

The total Reading Multi-Media Selection Committee accepts the guidelines established by the Clark County Curriculum Task Force as indicated in the Reading Curriculum Guide, 1-12. These guidelines emphasize the importance of proficiency in reading.

In the curriculum, reading is uniquely a skill and a subject in itself and the most important task for the mastery of other subjects. The Curriculum Task Force and the Multi-Media Selection Committee agree that a reading program is only as effective as its end result--to produce competent readers who read for both information and pleasure.

The purpose of the selection committee's work has been to examine all reading multimedia available for the sequential development of the skills, as presented in the guide, that will enable each child to read independently, critically, and for the pleasure of reading.

With the child's cultural background as well as his physical, emotional, and mental development in mind, the committee has chosen materials that can be used with each type of approach to the teaching of reading. Having materials selected for utilization with all types of reading approaches (phonetics, linguistic, programmed, language experience, etc.), the principal and teacher can now determine which materials are best suited to their individual school children.

READING MULTIMEDIA ADOPTION
LEVEL 1

AUDIO-VISUAL MATERIALS:

CARDS, CHARTS, GAMES, ETC.

Allyn and Bacon
- Character Hand Puppets
- Happy Times With Sounds (+ cards)
- Phonics Charts (to accompany readers)

Appleton-Century-Crofts
- Matrix Games, 1967

Benefic Press
- Creative Involvement Cards

Chandler
- Paperback Picture Portfolio
- Pictures to Read (+ guide)

Field Educational Publication, Inc.
- Cyclo-Teacher for Primary

Follett
- Phonic Cards
- Phrase Cards
- Picture Cards
- Word Cards

Ginn
- Kit of Language

Hammond
- Hammond Vowel Sounds (cards + charts)

Houghton Mifflin
- Getting Ready to Read (+ dittos)
- Listen and Do Series
- Picture and Key Cards

Imperial Productions
- Amos and His Friends
- Learning Alphabet and Sounds (+ tapes)
- Special Days

Judy Company
- Community Helpers
- Jumbo Letters
- Matchettes
- Negro Family
- Stick-O-Mats
- White Family

Macmillan
- Picture Cards

McGraw-Hill
- Individual Alphabet Cards (+ tapes)

AUDIO-VISUAL MATERIALS: (continued)

CARDS, CHARTS, GAMES, ETC. (continued)

Merrill
- My Alphabet Book (+ cards)
- Visual Experiences Pictures

Noble and Noble
- Manipulative Materials and Activity Book

Open Court
- Workshop Kit (dictionary, flash cards, anagrams, sound cards, alpha puzzle)

Phonovisual Products
- Phonovisual Consonant Chart
- Phonovisual Method
- Phonovisual Unit for Classroom Use
- Phonovisual Vowel Chart

Scholastic Magazines
- Let's Start School Experiences

Science Research Associates
- Lab Kit

Scott, Foresman
- Individual Letter and Word Cards
- Large Scope Cards (+ rack)
- Phrase Cards (+ linguistic blocks)
- Word Study Cards

Touch, Inc.
- Kinesthetic Educational Materials

PERCEPTION MEDIA

Ann Arbor
- Michigan Tracking Program - Visual Tracking

Audio Dynamic Research
- Perceptual Skill Builder

Clark County School District
- Balance or Walking Beam (should be in every classroom in elementary to promote more experiences in perception)

Creative Playthings
- Perception Plague DA389

Follett
- Frostig Perceptual Materials

McGraw-Hill
- Developing Learning Readiness: A Visual-Motor-Tactile Skills Program, 1968

Noble and Noble
- Experiences for Young Children, Task 1,2,3

EQUIPMENT:

Bell and Howell
- Language Master
  - Vocabulary Builder Program
  - Language Stimulation Program
  - English Development Program
  - The Phonics Program

EQUIPMENT: (continued)

Coast Visual
- Listening Center (jack and headphones)
  - Audic Readers, 5-6-7
- Tachoscope
  - Perceptual Guides
  - Discs

Craig Corporation
- Craig Reader
  - Perception I, II, III, IV
  - Reading Skills I

Educational Developmental Laboratories
- Controlled Reader
  - Controlled Reader Filmstrips
  - Controlled Reader Study Guide
  - Skimming and Scanning Texts
  - Skimming and Scanning Workbooks, 1967
  - Tachistoscope
    - Guides
    - Filmstrips

Hoffman and Company
- Hoffman Reader
  - Slides and Recordings

Science Research Associates
- Headphones and Jack
- Shadowscope

Field Educational Publications, Inc.
- Cyclo Teacher
  - Programmed Discs

FILM LOOPS:

Chandler

Swings	Rabbits
Trucks	Bears
Slides	Giraffes
Bikes	Tigers
Supermarket	Baby Animals
Land Birds	Cat Family

Film Associates
- Tell the Whole Story, 1968-69

FILMS:

16mm

Aims
- Darius Green and His Flying Machine
- The Dragon Tears
- Fast Is Not a Lady Bug
- Johnny Appleseed
- King Midas
- Tara the Stone Cutter

Encyclopaedia Britannica
- The Monkey Who Would Be King

International Film Bureau
- Adventure of Chico
- African Storyteller
- Chairy Tale, A
- Elves and the Shoemaker, The
- Frances and Her Rabbit
- I Know An Old Lady Who Swallowed a Fly

FILMS: (continued)

International Film Bureau (continued)
- Madeline
- Snookie: The Adventures of a Black Bear Cub
- Ti-Jean Goes Lumbering

McGraw-Hill
- Christmas Crackers
- The Dragon
- The Emperor's New Clothes
- The Enchanted Crane
- The Good Little Gremlin
- Magic Fiddle
- Night Before Christmas
- Princess and the Pea
- Rumpelstiltskin
- The Shivering King
- Teddy's Tour

FILMSTRIPS:

Encyclopaedia Britannica
- Adventure Stories, 8680
- Stories for Children, 8820
- Walt Disney's Tales of Jiminy Cricket 6403
- Wonder Tales, 9180

Eye Gate House, Inc.
- Readiness for Reading
- Reading for Fun

FILMSTRIPS: (continued)

Film Associates
- American Negro Pathfinders Series

McGraw-Hill
- Animal Stories
- Golden Book, Sets I, II, and III
- Golden Book, Sets IV, V, VI Series 1-4
- Learning About Our Language, Series I and II
- Primary Grade Stories, Set A and D
- We Take a Trip

Parent's Magazine Enterprises, Inc.
- Motivation Filmstrips, Group I and II

Society for Visual Education
- Basic Phonics, Group I, II, and III
- Famous Elf Book, Group I and II
- Hans Christian Anderson Fairy Tales
- Reading Series
- Stories for Young Readers

KITS:

Harcourt, Brace, and World
- Durrell and Murphy Phonics Practice Program, 1968

Harper and Row
- The Learning Readiness System Seriation Kit

KITS: (continued)

Houghton Mifflin
Listen and Do Kit

Open Court
Open Court Workshop Kit

Scott, Foresman
Programmed Kit (2 kits) (records and cards)

RECORDS, RECORD AND FILMSTRIP SETS:

Filmstrip House
Head Start in Reading Consonants
Word Games in Reading Vowels

Guidance Associates, Harcourt, Brace, and World
Listen, There Are Sounds Around You
Look About You
Noisy Nancy Norris
People We Know
Places to Go

Houghton Mifflin
Learning Letters
Listening and Learning

McGraw-Hill
Children's Story Series
Storybook Film Series

Parent's Magazine Enterprises, Inc.
How the Average Child Behaves
Jus For Fun

RECORDS, RECORD AND FILMSTRIP SETS: (continued)

Society for Visual Education
Children's Classics, Group I
Children's Fairy Tales
Children's Stories
Tales of the Wise Old Owl
Child's World of Poetry, Group I and II
Talking Picture Story Study Prints

Weston Woods
Series 3:
Curious George Rides a Bike
The Five Chinese Brothers
In the Forest
Jenny's Birthday Book
Johnny Crow's Garden
Magic Michael
Pancho
White Snow, Bright Snow

TAPES:

Ginn
Ginn Word Enrichment Program Tapes

Ideal
Ideal Reading Tapes

TEXTS:

DEVELOPMENTAL

Allyn and Bacon
Sheldon Basic Reading Series

American Book Company
Read System, 1969, Grade I

Chandler
Reading Program, 1968

Follett
City Schools Reading Program, 1968

Ginn
Language Series (Reading 360 Series)

Harper and Row
Basic Reading Program, Strand I and II, 1966

D. C. Heath
Reading Caravan, Level I (+ duplicating materials and records)

Houghton Mifflin
Basal Reading, 1966 - Reading for Meaning, Grade I

Laidlaw
Gateways to Reading Treasures, 1966 (Primer and Book I)
Stories of City Life and Tales of Long Ago (Primer and Book I)

TEXTS: (continued)

Macmillan
Early Childhood Educational Materials: Bank Street Readers, 1965

Open Court
Basic Reader, 1967 (reader 1:2)
Foundation Program

Science Research Associates
Comprehensive Reading Series, 1967

Scott, Foresman
Basic Reading Program, 1968 (pre-reading and pre-primer I)
Open Highways, 1968 for Grade I

Singer
We Discover - Sounds, 1966 (Structural Reading Series)
Structural Reading Series A through E, 1966

ENRICHMENT AND SUPPLEMENTARY

Allyn and Bacon
Sheldon Basic Reading Series (centennial edition)

Benefic Press
Invitation to Adventure Series, 1967 (pp through level i)

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Chandler
Landon Phonics Program, 1969

Economy
Phonetic Keys to Reading, Grade I

Educational Developmental Laboratories
Controlled Readers, 1962 (Sets 4c, 4d, 4e)

Field Educational Publication, Inc.
Time Machine Series
Jim Forest Readers, 1967

Harper and Row
Torchlighter I

Hoffman
Hoffman Controlled Readers (2910)

Holt, Rinehart, and Winston
Wise Owls
Young Owls

Laidlaw
Stories of City Life and Tales of Long Ago
(Primer & Book I)
Gateways to Reading Treasures, 1966
(Primer and Book I)

Lyons and Carnahan
Phonics We Use, 1966

TEXTS: (continued)

Meredith
Concept Builders-Write and See Kit

Singer/Random House
Carousel Books, 1968 (Group Starter Library through 2C)

Reader's Digest
Young Pegasus Packets, 1968

Scholastic Press
Landor. Program for Reluctant Readers

Scott, Foresman
Bright Horizons, Book 1
The First Talking Storybook Box
Wide Horizons, Book 1

LANGUAGE EXPERIENCE

Allyn and Bacon
Sound of Poetry, 1963

Chandler
Chandler Reading Program, 1968

Encyclopaedia Britannica
L.E.I.R. Reading Readiness

Holt, Rinehart, and Winston
Sounds of Language Readers, 1966-67
(First Reader)

TEXTS: (continued)

LANGUAGE EXPERIENCE (continued)

Lyons and Carnahan
Curriculum Motivation Series, 1966
Pacesetters in Personal Reading, 1967
Phonics We Use

Reader's Digest
New Reading Skill Builders, 1966 (Part 1 and 2)
Reading Skill Builders Practice Pads

LINGUISTIC

Harcourt, Brace, and World
Palo Alto Reading Program, 1968, Level I

Harper and Row
Linguistic Readers, 1965, Grade I

Lippincott
Reading Goals, 1966 (charts-workbooks)
Orange Book

McGraw-Hill
Sullivan Associates Programmed Reading, 1968

Merrill
Merrill Linguistic Readers (Readers 2 and 3)

Science Research Associates
Basic Reading Series, 1969, Grade 1 and 2

TEXTS: (continued)

PROGRAMMED INSTRUCTIONAL MATERIAL

Behavioral Research Laboratories
Sullivan Remedial Reading Program, Series I, 1966
Palo Alto Reading Program: Sequential Steps in Reading, Level I, 1968

McGraw-Hill
Sullivan Associates Programmed Reading, 1968

Science Research Associates
Basic Reading Series, Grade 1 and 2, 1969

TRANSPARENCIES:

Hammond
ABC's and Blends
Phonics

Scholastic Press
Landon Program for Reluctant Readers

Scott, Foresman
Phonics

Tweedy Corporation
Tweedy Transparencies

READING MULTIMEDIA ADOPTION
LEVEL 2

AUDIO-VISUAL MATERIALS:

CARDS, CHARTS, GAMES, ETC.

Appleton-Century-Crofts
Matrix Games, 1967

Benefic Press
Creative Involvement Cards, 1967

Chandler
Landon Phonics Program
(Duplicating Masters)

Educational Service, Inc.
Spice (Book of games), 1960

Ginn
Kit of Language

Hammond
Hammond Vowel Sounds (cards + charts)

Houghton Mifflin
Letter Form Board, 1967 (game)

Imperial Productions
Learning Alphabet and Sounds, 1966 (+tapes)

Judy Company
Alphasets (game)
Matchettes (game)

Open Court
Workshop Kit, 1968 (game)

Scholastic Press
Landon Program For Reluctant Readers, 1968
(Duplicating Masters)

Scott, Foresman
Manipulative Devices, 1964 (game)
Match and Check, 1968 (game)
Starter Concept Cards and Holder, 1967

PERCEPTION MEDIA

Ann Arbor
Michigan Tracking Program - Visual Tracking

Audio Dynamic Research
Perceptual Development Cards, 1968
Perceptual Skill Builder, 1968

Clark County School District
Balance or Walking Beam (Should be in every classroom in elementary to promote more experiences in perception.)

Creative Playthings
Perception Tracks

AUDIO-VISUAL MATERIALS: (continued)

PERCEPTION MEDIA

Follett
Frostig Perceptual Materials

Meredith
Concept Builders

Noble and Noble
Try, 1967 (Experiences for Young Children, Task 1,2,3)

Scott, Foresman
Manipulative Devices, 1964

EQUIPMENT:
See Level 1 - applicable to all grades

FILM LOOPS:

Chandler
Magi Cartridges, 1967

Film Associates
American Negro Pathfinders
Tell the Whole Story, 1968-69

FILMS:

16mm

Aims
The Dragon Tears
Fast Is Not a Lady Bug
Johnny Appleseed
Tara the Stone Cutter

Coronet
Reading for Beginners, Using Context Clues
Reading for Beginners, Word Shapes

Encyclopaedia Britannica
Night Before Christmas

International Film Bureau
Adventure of Chico
African Storyteller
A Chairy Tale
Elves and the Shoemaker, The
Frances and Her Rabbit
I Know An Old Lady Who Swallowed a Fly
Madeline
Snookie: The Adventures of a Black Bear Cub
Ti-Jean Goes Lumbering

FILMS: (continued)

McGraw-Hill
- Christmas Cracker
- The Dragon, 1968
- The Emperor's New Clothes, 1967
- The Enchanted Crane
- The Good Little Gremlin, 1968
- Magic Fiddle
- Princess and the Pea
- Rumpelstiltskin
- The Shivering King
- Teddy's Tour, 1961

Teaching Films Custodian, Inc.
- Alice in Wonderland

FILMSTRIPS

Educational Developmental Laboratories
- Controlled Readers, 1962

Encyclopaedia Britannica
- Adventure Stories, 8680
- Make Believe Stories, 10900
- Reading Readiness, 8990
- Stories for Children, 8820
- Walt Disney Series
- Walt Disney's Tales of Jiminy Cricket, 6403
- Wonder Tales, 9180

Eye Gate House, Inc.
- Reading Readiness

Filmstrip House
- Head Start in Reading Consonants
- Word Games on Phonograms

FILMSTRIPS: (continued)

Guidance Associates, Harcourt, Brace, and World
- Listen, There Are Sounds Around You
- Look About You
- Noisy Nancy Norris
- People We Know
- Places to Go

McGraw-Hill
- American Folklore
- Animal Stories
- Children's Story Series
- Golden Book, Sets 1-6
- Learning About Our Language, Series I and II
- Primary Grade Stories, Sets A,B,C, and D
- Skyline Series
- Storybook Filmstrip Series
- We Take a Trip

Parent's Magazine Enterprises, Inc.
- Just For Fun
- Reading Motivation, Sets 1-2

Society For Visual Education
- Basic Phonics, Group 1-3
- Children's Classics, Group 1
- Children's Fairy Tales
- Children's Stories
- Famous Elf Book, Group 1-2
- Hans Christian Anderson Fairy Tales
- Reading Series, A110S
- Tales of the Wise Old Owl, Group 1

Universal Education and Visual Aids
- Read and Tell, 1968
- See and Tell, 1968

FILMSTRIPS: (continued)

Weston Woods
Sets 18, 19, 20, 21, 22, 23

KITS:

Chandler
Landon Phonic Program
Picture Portfolio, 1965-1966

Encyclopaedia Britannica
Reading Readiness and Communication Skills Kit, 1967

Harcourt, Brace, and World
Durrel and Murphy Phonics Practice Program, 1968

Harper and Row
The Learning Readiness System Seriation Kit

Imperial Productions
We Learn About Special Days, 1968

McGraw-Hill
Developing Learning Readiness: A Visual-Motor-Tactile Skills Program, 1968

Meredith Corporation
Concept Builders

Merrill
Visual Experience for Growth, 1967-68

KITS: (continued)

Open Court
Workshop Kit, 1968
Workshop Kit Supplement, 1968

Phonovisual Products
Phonovisual Consonant Chart
Phonovisual Method
Phonovisual Unit For Classroom Use
Phonovisual Vowel Chart

Scholastic Press
Landon Program For Reluctant Readers, 1968

Scott, Foresman
First Talking Alphabet

RECORDS, RECORD AND FILMSTRIP SETS

Benefic Press
Invitation to Adventure, Sets 1,2,3, 1967

Encyclopaedia Britannica
Walt Disney Series
Walt Disney's Tales of Jiminy Cricket, 6403

Filmstrip House
Head Start in Reading Consonants
Word Games on Phonograms

Guidance Associates, Harcourt, Brace, and World
Listen, There Are Sounds Around You
Look About You
Noisy Nancy Norris
People We Know
Place to Go

RECORDS, RECORD AND FILMSTRIP SETS (continued)

Harper and Row
Learning Readiness System

McGraw-Hill
Children's Story Series
Storybook Film Series

Parent's Magazine Enterprises, Inc.
Just For Fun

Scholastic Press
Landon Program For Reluctant Readers

Scott, Foresman
First Talking Alphabet
Talking Storybooks

Society For Visual Education
Children's Classics, Group I
Children's Fairy Tales
Children's Stories
Tales of the Wise Old Owl
Talking Picture Story Study Prints
Child's World of Poetry, Group I and II

Weston Woods
Sets 18, 19, 20, 21, 22, 23

TAPES:

Educational Developmental Laboratories
"Listen" Tapes

TAPES: (continued)

Ideal Publications
Ideal Reading Tapes

Imperial Productions
Special Days Tapes

TEXTS:

DEVELOPMENTAL

Allyn and Bacon
Sheldon Basic Reading Series

American Book Company
Read System, 1969, Grade 2

Follett
City Schools Reading Program, 1968

Ginn
Language Series (Reading 360 Series)

Harper and Row
Basic Reading Program, Strand I and II, 1966

D. C. Heath
Reading Caravan, Level 1 (+ duplicating materials and record)

Houghton Mifflin
Reading For Meaning, 1967-68, Grade 2

TEXTS: (continued)

DEVELOPMENTAL (continued)

Laidlaw
Gateways to Reading Treasures, 1966, Grade 2
Stories of City Life and Tales of Long Ago, Book 2

Macmillan
Early Childhood Educational Materials: Bank Street Readers, 1965
The Macmillan Reading Program, Primary Grades

Open Court
Basic Reader, 1967 (Reader 2:1 and 2:2)
Foundation Program

Science Research Associates
Comprehensive Reading Series, 1967

Scott, Foresman
Basic Reading Program, 1967-68, Pre-primer 2
Open Highways, 1967-68, Grade 2

Singer
Structural Reading Series, 1966 (D-E)

ENRICHMENT AND SUPPLEMENTARY

Allyn and Bacon
Sheldon Basic Reading Series (Centennial Edition)
Reading of Poetry, 1968
Sounds of Poetry, 1968

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Benefic Press
Invitation to Adventure Series, 1967

Field Educational Publications, Inc.
Jim Forest Readers, 1967
Time Machine Series

Harper and Row
Torchlighter I

Hoffman
Hoffman Controlled Readers - (2910 Item)

Holt, Rinehart, and Winston
Young Owls
Wise Owls

Laidlaw
Gateways to Reading Treasures, 1966, Book II
Stories of City Life and Tales of Long Ago, Book II

Lyons and Carnahan
Curriculum Motivation Series, 1966
Pacesetters in Personal Reading, 1969
Phonics We Use, 1966

Meredith
Concept Builders (kit - audio visual aid)

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Reader's Digest
Young Pegasus Packets, 1968

Scholastic Press
Landon Program For Reluctant Readers, 1968

Scott, Foresman
Bright Horizons, Book 2
The First Talking Storybook Box
Wide Horizons, Book 2

Singer/Random House
Carousel Books, 1968 (Group Starter Library through 2C)

LANGUAGE EXPERIENCE

Allyn and Bacon
Sound of Poetry
Reading of Poetry, 1968 (Teacher's edition)

American Education Publications
Imagine and Write, 1967
Map Skills for Today, 1967
New Science Reading Adventures, 1968
Phonics and Word Power
Read, Study, Think, 1967

Chandler
Chandler Reading Program, 1968

TEXTS: (continued)

LANGUAGE EXPERIENCE (continued)

Encyclopaedia Britannica
L.E.I.R. Reading Readiness

Holt, Rinehart, and Winston
Sounds of Language, 1967 (second reader)

Lyons and Carnahan
Curriculum Enrichment Series, 1967
Curriculum Motivation Series, 1967
Pacesetters in Personal Reading, 1967
Phonics We Use

LINGUISTIC

Behavioral Research Laboratories
Sullivan Remedial Reading Program, Series I, 1966

Harcourt, Brace, and World
Palo Alto Reading Program, 1968, Level II

Harper and Row
Linguistic Readers, 1965, Grade 2

Lippincott
Reading Goals, 1966 (charts-workbooks)
Purple Book

Merrill
Merrill Linguistic Readers (Reader 2 and 3)

Science Research Associates
Basic Reading Series, Grade 1 and 2

TEXTS: (continued)

PROGRAMMED INSTRUCTIONAL MATERIAL

Behavioral Research Laboratories
Sullivan Remedial Reading Program, Series I, 1966

Harcourt, Brace, and World
Palo Alto Reading Program: Sequential Steps in Reading, 1968

McGraw-Hill
Sullivan Associates Programmed Reading, 1968

Science Research Associates
Basic Reading Series, Grade 1 and 2, 1969

TRANSPARENCIES:

Hammond
Phonics Transparencies, 1969

Scholastic Press
Landon Program For Reluctant Readers

Tweedy Corporation
Tweedy Transparencies, 1967

READING MULTIMEDIA ADOPTION
LEVEL 3

AUDIO-VISUAL MATERIALS:

CARDS, CHARTS, GAMES, ETC.

Appleton-Century-Croft
- Matrix Games, 1967

Chandler
- Landon Phonics Program, 1967
- Chandler Picture Portfolio, 1965-66

Educational Service, Inc.
- Spice (Book of Games), 1960

Follett
- Phonics Cards
- Phrase Cards
- Picture Cards
- Word Cards

Ginn
- Building Pre-Reading Skills, 1965 (Language Arts)

Hammond
- Hammond Vowel Sounds

Houghton Mifflin
- Letter Form Board

Imperial Productions
- Amos and His Friends
- Learning the Alphabet

Open Court
- Word Games

Phonovisual Products
- Phonovisual Consonant Charts, 1960
- Phonovisual Vowel Charts, 1960

PERCEPTION MEDIA

Ann Arbor
- Michigan Tracking Program - Visual Tracking

Benefic Press
- Creative Involvement Cards, 1967

Clark County School District
- Balance or Walking Beam (Should be in every classroom in elementary to promote more experience in perception.)

Judy Company
- Alphaset
- Matchettes

McGraw-Hill
- Developing Learning Readiness: A Visual-Motor-Tactile Skills Program, 1968

AUDIO-VISUAL MATERIALS: (continued)

PERCEPTION MEDIA

Meredith Corporation
Concept Builders With Write and See, 1969

Scott, Foresman
Manipulative Devices, 1964
Match and Check, 1968

EQUIPMENT:
See Level 1 - applicable to all grades

FILM LOOPS:

Chandler
Magi Cartridges, 1967

Film Associates
Tell the Whole Story Series, 1968-69

FILMS:

16mm

Clark County School District Film Center
Adventures of Bunny Rabbit, F0218
An Alphabet of Birds, F5570
Animal Friends, F0221
The Ant and the Dove - An Aesop Fable, F5087
Birds of Our Storybooks, F0246
Blow Wind Blow - Background for Reading, F5282
Brown Bears Go Fishing, F5285
The Calendar - Days, Weeks, Months, F0002

FILMS: (continued)

16mm (continued)

Clark County School District Film Center (continued)
The Country Mouse and the City Mouse, F5096
Cuckoo Clock That Wouldn't Cuckoo, F5311
Dick Whittington and His Cat, F1028
Five Little Pups , F0189
The Frog Princess , F5103
Glooscap Country, F1401
Goldilocks and the Three Bears, F5105
Hare and the Tortoise, F5079
The Helpful Little Firemen, F5349
Here Kitty, F0190
The House That Jack Built, F5519
Legend of Johnny Appleseed, F1013
The Lion and the Mouse, F5112
The Little Engine That Could, F5113
The Little Rooster Who Made the Sun Rise, F5114
The Littlest Angel, F0191
The Magic Book, F0257
Mittens, the Kitten - Background for Reading, F5401
The Monkey and the Organ Grinder, F0470
Mother Goose Rhymes - Background for Reading, F5118
Mr. and Mrs. Robin's Family, F5407
The Musicians in the Woods, F0696
9999999999999999999Mals in the Zoo Giving, F0379
The North Wind and the Sun - An Aesop Fable, F5119
Our Pet Show, F5421
Paul Bunyan-Lumber Camp Tales, F5286
Poetry for Beginners, F5598

RECORDS, RECORD AND FILMSTRIP SETS:

Benefic Press
- Invitation to Adventure, 1967
  (records to go with books)

Chandler
- Landon Phonics Program

Encyclopaedia Britannica
- Walt Disney's Tales of Jiminy Cricket, 6403

Filmstrip House
- Head Start in Reading Consonants
- Word Games in Reading Vowels

Guidance Associates, Harcourt, Brace, and World
- Listen, There Are Sounds Around You
- Look About You
- Noisy Nancy Norris
- People We Know
- Places To Go

McGraw-Hill
- Children's Story Series
- Storybook Film Series

Parent's Magazine Enterprises, Inc.
- How the Average Child Behaves
- Just For Fun

Scholastic Press
- Landon Program For Reluctant Readers, 1968

Scott, Foresman
- The Talking Story Books

RECORDS, RECORD AND FILMSTRIP SETS: (continued)

Society For Visual Education
- Children's Classics
- Children's Stories
- Children's Fairy Tales
- Child's World of Poetry, Group I and II
- Tales of the Wise Old Owl
- Talking Picture Story Study Prints
- Story Time Favorites

Weston Woods
- Sets 17, 18, 19, 20, 21, 22, 23

TAPES:

Educational Developmental Laboratories
- Listen Tapes, Grade 1-6

Ginn
- Ginn Word Enrichment Program Tapes, Level I,II,III

Ideal
- Ideal Reading Tapes

Imperial
- We Learn About Special Days, 1968

Merrill
- Skill Tapes, 1967

ERIC

FILMSTRIPS:

Educational Development Laboratories
- Filmstrip for "Controlled Readers," 1962

Encyclopaedia Britannica
- Adventure Stories, 8680
- Make Believe Stories Series, 1965
- Reading Readiness Series, 1960 - 10900
- Stories for Children, 8820
- Walt Disney's Tales of Jiminy Cricket - 6403
- Wonder Tales, 9180

Eye Gate House, Inc.
- Readiness for Reading
- Reading for Fun

Film Associates
- American Negro Pathfinders Series

McGraw-Hill
- American Folklore Series
- Animal Stories
- Golden Book, Sets I, II, III
- Golden Book, Sets Iv, V, Vi
- Learning About Our Language, Series I,II,III
- Primary Grade Stories, Sets A,B,C,D
- Skyline Series
- We Take a Trip

Parent's Magazine Enterprises, Inc.
- Motivation Filmstrips

Society For Visual Education
- Basic Phonics, Group I,II,III
- Famous Elf Book, Group I and II

FILMSTRIPS: (continued)

Society For Visual Education (continued)
- Hans Christian Anderson Fairy Tales
- Reading Series, A1108
- Story Time Favorites
- Your Dictionary and How to Use It

Universal Education and Visual Arts
- Read and Tell, 1968
- See and Tell, 1968
- Stories and Fables, 1968

KITS:

Encyclopaedia Britannica
- Reading Readiness and Communication Skills, 1960

Harcourt, Brace, and World
- Durrell and Murphy Phonics Practice Program, 1968

Harper and Row
- The Learning Readiness System Seriation Kit

Open Court
- Open Court Workshop Kit

Scott, Foresman
- Programmed Kit (2 kits) (cards and records)

FILMS: (continued)

16mm (continued)

Clark County School District Film Center (continued)

Puss in Boots, F0879
Reading With Suzy, F5623
Sea Adventures of Sandy the Snail, F0876
The Shoemaker and the Elves, F0716
The Smallest Elephant in the World, F5191
Snowman in July, F0196
Spotty-Story of a Fawn, F5456
Sparky, the Colt, F5452
Story of the Goose and the Gander, F0734
Storytelling - Can You Tell It In Order, F5462
Tad, the Frog, F5467
Three Little Wizards - Adventure in Color, F5520
Tom Thumb In King Arthur's Court, F0956
The Toy Telephone Truck, F5470
Tuffy, the Turtle, F5475
What the Frost Does - Background for Reading, F5489
Whatever the Weather, F5188
Wide, Wide Sea - Background for Reading, F5492
Winkie, the Merry-Go-Round Horse - Storytelling, F5493
Zoo Animals in Rhyme, F5495
Zoo Animals of Our Storybooks, F0379

Coronet

Reading for Beginners: Using Context Clues
Reading for Beginners: Word Shapes

FILMS: (continued)

16mm (continued)

Encyclopaedia Britannica

The Monkey Who Would Be King
Night Before Christmas

International Film Bureau

Adventures of Chico
A Chairy Tale
Elves and the Shoemaker, The
Frances and Her Rabbit
I Know An Old Lady Who Swallowed a Fly
Madeline
Snookie: The Adventures of a Black Bear Cub
African Story Teller
Ti-Jean Goes Lumbering

McGraw-Hill

Christmas Crackers
The Dragon
The Emperor's New Clothes
The Enchanted Crane
The Good Little Gremlin
Magic Fiddle
Princess and the Pea
Rumpelstiltskin
The Shivering King
Teddy's Tour

TEXTS:

DEVELOPMENTAL

Allyn and Bacon
Sheldon Basic Reading Series

American Book Company
Ideas and Images, from the Read System
High and Wide, from the Read System
Read System, 1968

Benefic Press
Adventures All Around Us
Invitation to the Adventure Series, 1968

Ginn
Language Series (Reading 360 Series), 1969

Harper and Row
Basic Reading Program, Strand I - Faraway Places and Strand II - From Bicycles to Boomerangs, 1966

Economy Company
Wide Open Doors, Phonetic Keys to Reading, Grade 1
Along New Ways, Phonetic Keys to Reading, Grade 1

D. C. Heath
Reading Caravan, 1968 - Meadow Green

Holt, Rinehart, and Winston
Sounds of Language, the Storyteller

Houghton Mifflin
Basal Reading, 1966 - Looking Ahead Climbing Higher

TEXTS: (continued)

Lyons and Carnahan
Phonics We Use, 1966 (A,B,C,D,E)

Macmillan
Early Childhood Educational Materials: Bank Street Readers, 1965 - City Streets Round the Corner
The Macmillan Reading Program - Better Than Gold More Than Words

Merrill
Diagnostic Reading Workbook Series

Open Court
Open Court Basic Readers, 1968, 3rd ed.
A Trip Around the World A Magic Word

Scott, Foresman
Bright Horizons, 1968, Grade 3
Open Highways, 1968 Splendid Journey (with duplicating masters and tests) Speeding Away
Wide Horizons, 1968, Grade 3

Singer
Structural Reading Series, 1966 (paperback)

ENRICHMENT AND SUPPLEMENTARY

Allyn and Bacon
Sheldon Basic Reading Series (Centennial Ed.)

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Field Educational Publications, Inc.
Jim Forest Readers, 1968
Time Machine Series, 1968

Follett
City Schools Reading Program, 1968

Holt, Rinehart, and Winston
Wise Owls, 1968
Young Owls, 1968

Laidlaw
Gateways to Reading, 1966, Book 3
Stories of City Life and Tales of Long Ago, Book 3

Lyons and Carnahan
Curriculum Enrichment Series, 1966 - On Top of the Hill
Curriculum Motivation, 1966 The Almost Ghost and Other Stories
Pacesetters in Personal Reading Series, 1969
Thief in the Basement

Merrill
Skilltext Readers, 1961 - Uncle Funny Benny

Singer/Random House
Carousel Books, 1968

Reader's Digest
Skill Builders, Part I and II

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Science Research Associates
Comprehensive Reading Series, 1967
The Careless Astronaut

Scott, Foresman
Bright Horizons, 1968, Book 3
The First Talking Storybook Box
Wide Horizons, 1968, Book 3

LANGUAGE EXPERIENCE

Allyn and Bacon
Sound of Poetry, 1968

American Education Publications
Imagine and Write, 1967
Introducing Table and Graph Skills, 1968
Language Experiences in Reading Encyclopedia, 1967
Map Skills for Today, 1967
New Science Reading Adventures, 1968
Phonics and Word Power, 1967
Read, Study, and Think, 1967

Encyclopaedia Britannica
Language Experiences in Reading, 1967

Holt, Rinehart, and Winston
Sounds of Language Readers, (Third Reader)
Wise Owls, 1968
Young Owls, 1968

TEXTS: (continued)

LANGUAGE EXPERIENCE (continued)

Merrill
Visual Experiences for Creative Growth

LINGUISTIC

Harcourt, Brace, and World
Palo Alto Reading Program: Sequential Steps in Reading, 1968 (books 15 through 20)

Harper and Row
Linguistic Readers, 1965, Grade 3

Lippincott
Basic Reading, 1966 (workbooks and tests) + 3.1 and 3.2 readers

McGraw-Hill
Sullivan Associates Programmed Reading, 1968

Merrill
Linguistic Readers, 1966, Books 4 and 5

Science Research Associates
Basic Reading Series, 1965, Grade 3

PROGRAMMED INSTRUCTIONAL MATERIAL

Behavioral Research Laboratories
Sullivan Remedial Reading Program (books 15 through 21)

TEXTS: (continued)

PROGRAMMED INSTRUCTIONAL MATERIAL

Harcourt, Brace, and World
Palo Alto Reading Program: Sequential Steps in Reading, 1968

McGraw-Hill
Sullivan Associates Programmed Reading, 1968

Reader's Digest
Skill Builders, 1966

TRANSPARENCIES

Hammond
Phonics, 1963

Scholastic Press
Landon Program For Reluctant Readers, 1968

Scott, Foresman
Phonics

Tweedy Corporation
Tweedy Transparencies, 1967

READING MULTIMEDIA ADOPTION
LEVEL 4

AUDIO-VISUAL MATERIALS:

CARDS, CHARTS, GAMES, ETC.

Allyn and Bacon
Phonics Charts, 1964

Avalon Hill Company
Anograms
Scrabble
Scribbage
Spill and Spell
Word Power

Benefic Press
Creative Involvement Cards, 1969

Denoyer-Geppert
Map-Pictorial-America, Its Folklore (MMiG)

Educational Service, Inc.
Spice (Book of Games), 1960

Follett
Phrase Cards, 1966

Garrard
Group Sounding Game
(complete course in phonics)
The Syllable Games (sight syllable solitaire)

Hammond
Hammond Vowel Sounds

Ideal
The "Quiet Pal" Game

Phonovisual Products
Phonovisual Consonant Chart (+ cards)
Phonovisual Vowel Chart (+ cards)

PERCEPTION MEDIA

Ann Arbor
Michigan Tracking Program - Visual Tracking, 1968

Audio Dynamic Research
Perceptual Skill Builders

Clark County School District
Balance or Walking Beam (Should be in every classroom in elementary to promote more experience in perception.)

McGraw-Hill
Developing Learning Readiness: A Visual-Motor-Tactile Skills Program, 1968

Meredith
Concept Builders With Write and See, 1969

EQUIPMENT:

See Level I - applicable to all grades

FILM LOOPS:

Chandler

Magi Cartridges, 1967

Film Associates

Tell the Whole Story Series, 1968-69

FILMS:

16mm

Aims

The Battle of Bunker Hill
The Dragon Tears
Johnny Appleseed
King Midas
Study Series A and B
Tara the Stonecutter

Clark County School District Film Center

Finding Information, F5532
Frog Princess, The, F5103
Improving Your Vocabulary, F5589
Listening Skills - An Introduction, F5394
Mr. and Mrs. Robin's Family, F5407
Reading Improvement - Comprehension Skills, F5128
" " Defining the Good Reader, F5129
" " Effective Speeds, F5130
" " Vocabulary Skills, F5131
" " Word Recognition Skills, F5132

FILMS: (continued)

16mm (continued)

Clark County School District Film Center (continued)

Sparky, the Colt, F5452
Spotty, the Story of a Fawn, F5456
Spotty, the Story of a Fawn in Winter, F5457
Story Acting is Fun, F5222
Tom Thumb in King Arthur's Court, F0956
We Discover the Dictionary, F0185
What the Frost Does - Background for Reading and Expression, F5489
You'll Find It In the Library, F1506

Coronet

Choosing Book To Read
Improve Your Reading
Reading For Pleasure
Reading Growth Basic Skills
Reading Growth-Getting the Big Ideas

Encyclopaedia Britannica

Night Before Christmas
The Shivering King

International Film Bureau

Adventures of Chico
African Story Teller
A Chairy Tale
Elves and the Shoemaker
Frances and Her Rabbit
I Know An Old Lady Who Swallowed a Fly
Madelin
Snookie: the Adventures of a Black Bear Cub
Ti-Jean Goes Lumbering

FILMS: (continued)

16mm (continued)

McGraw-Hill
- Christmas Crackers
- The Dragon
- The Emperor's New Clothes
- The Enchanted Crane
- The Good Little Gremlin
- Magic Fiddle
- Princess and the Pea
- The Rivals
- Rumpelstiltskin
- Teddy's Tour

Teaching Film Custodians
- Alice in Wonderland

FILMSTRIPS:

Encyclopaedia Britannica
- Action Series, 9000 -, 1960
- Adventure Stories, 8680
- Make Believe Stories, 10900 - 1965
- Stories For Children, 8820
- Wonder Tales, 9180

Film Associates
- American Negro Pathfinders Series

Houghton Mifflin
- What's the Word

FILMSTRIPS: (continued)

McGraw-Hill
- American Folklore Series
- Animal Stories
- The Golden Book Series IV, V, VI
- Learning About Our Language, Series I,II,III
- Skyline Series
- We Take a Trip

Parent's Magazine Enterprises, Inc.
- Motivation Filmstrips, Group I and II

Society For Visual Education
- Basic Phonics, Group I,II,III
- Famous Elf Book, Group I and II
- Reading Series A.110S
- Using Good English
- Your Dictionary and How To Use It

KITS:

Chandler
- Landon Phonics Program, 1967

Field Educational Publications, Inc.
- Cyclo - Teacher Learning Aid

Ginn
- Kit of Language, 1965

Harcourt, Brace, and World
- Durrell and Murphy Phonics Practice Program, 1968

KITS: (continued)

Meredith
Concept Builders With Write and See, 1969

Scholastic Press
Landon Program For Reluctant Readers, 1968

RECORDS, RECORD AND FILMSTRIP SETS:

Benefic Press
Invitation to Adventure

Chandler
Landon Phonics Program, 1967

Filmstrip House
Head Start in Reading Consonants
Word Games in Reading Vowels

Guidance Associates, Harcourt, Brace, and World
Look About You
People We Know

Macmillan
Decoding For Reading

McGraw-Hill
Children Story Series
Storybook Film Series

Parent's Magazine Enterprises, Inc.
Just For Fun

RECORDS, RECORD AND FILMSTRIPS: (continued)

Warren Schloat
Growing Up Black
The Human Relations Series

Scholastic Press
Landon Program For the Reluctant Reader, 1968

Society For Visual Education
Child's World of Poetry, Group I and II
Story Time Favorites
Talking Picture Story Study Prints
Using the Elementary School Library

Weston Woods
Sets 17 through 23

TAPES:

Ideal
Ideal Reading Tapes

Imperial
Special Days Tapes, 1968

McGraw-Hill
E.D.:. Listen Tapes (1-6), 1966

TEXTS:

DEVELOPMENTAL

Allyn and Bacon
Sheldon Basic Reading Series (4th Reader)

American Book Company
The Read System, 1968 (guidebook and workbooks) Grade 4

Harper and Row
Basic Reading Program, Strand I, 1966 (guide, workbooks, achievement tests)

D. C. Heath
Reading Caravan Series, 1968

Houghton Mifflin
Reading For Meaning, 1968 (guidebook, workbooks, tests) Grade 4

Macmillan
The Macmillan Reading Program

Open Court
Open Court Basic Reader, 1967, Reader 4

Science Research Associates
Comprehensive Reading Series, 1967

Scott, Foresman
Open Highways, 1968 (guidebook, workbooks, dittos, transparencies and tests)

Singer
Structural Reading Series, 1966

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY

Allyn and Bacon
Sheldon Basic Reading Series (Centennial Edition) Grade 4

American Education Publications
Developing Table and Graph Skills, 1967
Imagine and Write, 1967
Map Skills, 1967
New Science Reading Adventure, 1968
Read, Study, Think, 1967

Benefic Press
Invitation to Adventure

Field Educational Publications, Inc.
Jim Forest Readers, 1968
Time Machine Series, 1968

Harcourt, Brace, and World
Literature of the Bookmark Reading Series, 1968

Harper and Row
Torchlighter Library II

Holt, Rinehart, and Winston
Sounds of Language, 1967
Wise Owls, 1968

Houghton Mifflin
Reading Skills Lab, 1966, Grade 4

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY

Laidlaw
Gateways to Reading, Book 4
Stories of City Life and Tales of Long Ago, Book4

Lyons and Carnahan
Curriculum Motivation Series, 1966
Pacesetters and Personal Reading, 1969 , Book 4
Phonics We Use, 1966 (workbook)

Macmillan
Decoding For Reading, 1968 (SUPPLY ITEM)
The Spectrum of Books, Seat A and B, 1964

Merrill
Gaining Independence in Reading, 1967

Reader's Digest
Reader's Digest Skill Builder, 1966

Scholastic
Pleasure Reading Libraries, 1969 (50 titles)

Scott, Foresman
Invitation to Personal Reading, 1968, Grades 4-6

Steck-Vaughn
Human Values Series, 1967-68, Grades 4-6

TEXTS: (continued)

LANGUAGE EXPERIENCE

Allyn and Bacon
Reading of Poetry, 1968
Sound of Poetry, 1968

Encyclopaedia Britannica
Language Experiences in Reading, Level III, 1967

Harcourt, Brace, and World
Literature Readers of the Bookmark Reading Series, 1968

Holt, Rinehart, and Winston
Sounds of Language, 1966-67 (4th Reader)

Lyons and Carnahan
Curriculum Enrichment Series, 1966

LINGUISTIC

Lippincott
Lippincott's Basic Reading, 1969 (basic text and workbooks) Grade 4

Merrill
Merrill Linguistic Readers, Reader 4

TEXTS: (continued)

PROGRAMMED INSTRUCTIONAL MATERIAL

Behavioral Research Laboratories
Sullivan Remedial Reading Program, Series I, 1966

Macmillan
Reading Spectrum

TRANSPARENCIES:

Hammond
Phonics, 1969

Scholastic Press
Landon Program For Reluctant Readers, 1968

Scott, Foresman
Phonics, 1969

Tweedy Corporation
Tweedy Transparencies

148

READING MULTIMEDIA ADOPTION
LEVELS 5-8

AUDIO-VISUAL MATERIALS:

No Recommendations

EQUIPMENT:

See Level I - applicable to all grades

FILM LOOPS:

No Recommendations

FILMS:

16mm

Aims

King Midas

Cahill

Tara the Stone Cutter

Clark County School District Film Center

The Cuckoo Clock That Wouldn't Cuckoo, F5311
Describing an Incident, F0290
Developing Reading Maturity - Comparative, F0685
Developing Reading Maturity - Interpreting Meaning, F0692
Developing Reading Maturity- The Mature Reader, F0691
Developing Reading Maturity - Understanding Style, F0o84

FILMS: (continued)

16mm (continued)

Clark County School District Film Center (continued)

Finding Information, F5532
Goldilocks and the Three Bears, F5105
Listening Skills - An Introduction, F5394
Magic Book, F0257
Mr. and Mrs. Robin's Family, F5407
Reading Improvement - Comprehension Skills, F5128
Reading Improvement - Defining the Good Reader, F5129
Reading Improvement - Effective Speeds, F5130
Reading Improvement - Vocabulary Skills, F5131
Reading Improvement - Word Recognition Skills, F5132
Spotty, Story of a Fawn, F5456
Spotty, the Fawn in Winter, F5457
Sparky, the Colt, F5452
Story Acting is Fun, F5222
Tom Thumb in King Arthur's Court, F0956
We Discover the Dictionary, F0185
What the Frost Does - Background for Reading and Expression, F5489
You'll Find It In the Library, F1506

FILMS: (continued)

16mm (continued)

Coronet
- Reading For Beginners
- Understanding Word Growth
- Your Study Methods

McGraw-Hill
- Aesop's Fables I, II, III
- Casey At the Bat
- The Deacon's Masterpiece
- The Emperor's Nightingale
- Hiawatha's Childhood
- The Island of the Blue Dolphins
- Paul Revere's Ride
- Reading In the Humanities
- Reading In the Math and Science Areas
- The Rainbow of Stone
- The Toymaker
- What Is Active and Creative Reading
- What Is Effective Reading

Teaching Films Custodians
- Breakfast With Nancy
- Courage In Connecticut

FILMSTRIPS:

No Recommendations

KITS:

No Recommendations

RECORDS, RECORD AND FILMSTRIP SETS

Bowmer Records, Inc.
- Drag Racing
- Motorcycles
- Teen Fair

Film Associates
- Folk Tale Series, 1968
- Story Series
- Tell the Whole Story Series

Encyclopaedia Britannica
- American Poets, 1954
- Using the Library, 1963

Guidance Associates, Harcourt, Brace, and World
- Adventure and Literature (Sound Filmstrip Series)
- The World of Mark Twain, Parts I and II, 1968

Society For Visual Education
- Reading Series
- Using the School Library
- Words, Their Origin, Use and Spelling
- Your Dictionary and How To Use It

TAPES:

Merrill
- Modern Reading, I, 1967
- Modern Reading, II, 1967
- Tom Trott, 1967

TEXTS:

DEVELOPMENTAL

Allyn and Bacon
- Arrivals and Departures, 1968, Grade 6 (teacher's manual and workbook)
- Finding the Way, 1968, Grade 5 (workbook, texts, independent activities)
- High Trails, 1968, Grade 7 (workbook, teacher's manual, individual activities)
- Widening Views, 1968, Grade 8 (teacher's manual, workbook, reading tests)

American Book Company
- Kings and Things, 1968, Grade 5 (teacher's manual and workbook)
- Launchings and Landings, 1969, Grade 6 (teacher's manual and workbook)

Ginn
- How It Is Nowadays, 1969, Grade 8 (teacher's manual)

Harper and Row
- Crossroads, 1966, Grade 5 (teacher's manual, workbooks, dittos, tests)
- Seven Seas, 1968, Grade 6 (teacher's manual, workbooks, dittos, tests)

Holt, Rinehart, and Winston
- Sounds of a Distant Drum, 1967, Grade 6 (teacher's manual)
- Sounds of a Young Hunter, 1967, Grade 5 (teacher's manual)

TEXTS: (continued)

DEVELOPMENTAL

Houghton Mifflin
- Adventure Bound, 1965 , Grade 7 (teacher's edition, workbooks, dittos,tests)
- Bright Peaks, 1966, Grade 6 (teacher's manual, tests, workbooks, dittos)
- Sky Lines, 1966, Grade 5 (teacher's manual, tests, workbooks, dittos)

Lippincott
- Basic Reading, 1965, Grade 5-8 (teacher's manual, workbooks, filmstrips, phonic guide)

Lyons and Carnahan
- Phonics We Use, F and G, 1966

Macmillan
- Bold Journeys, 1967, Grade 5 (teacher's edition and workbook)
- Into New Worlds, 1967, Grade 6 (teacher's manual and workbook)

McGraw-Hill
- Conquests in Reading, 1968, 2d ed., Grade 7-8

Scott, Foresman
- Cavalcade, 1965, Grade 6 (teacher's manual, workbooks, tests, dittos)
- Challenge, 1967, Grade 8 (teacher's manual and workbook)

TEXTS: (continued)

DEVELOPMENTAL (continued)

Scott, Foresman (continued)
Dimensions (Basic), 1967, Grade 7 (teacher's manual, workbooks, tests)
Open Highways, 1966, Grades 5-6 (teacher's manual, workbooks, tests)
Open Highways, 1967, Grades 7-8 (teacher's manual, workbooks, tests)
Thrust, 1969, Grade 7 (teacher's manual)
Vistas, 1965, Grade 5 (teacher's manual, workbooks, tests)
Wide Horizons, 1965, Grades 5-6 (teacher's manual, workbooks, tests)

ENRICHMENT AND SUPPLEMENTARY

Allyn and Bacon
Black Bear Adventures
High Climber
The Reading of Poetry (Anthology)
Ski Country
The Twoboat Summer

American Education Publications (paperbacks)
How To Study Workshops, 1968
Know Your World, 1968
Marching To Freedom, 1968
Read, Study, Think
Read Treasure, 1968
Science Reading Adventures, 1967
Stories You Can Finish, 1967
Table and Graph Series, 1968

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

American Education Publications (continued)
Ten Plays and Choral Readings, 1968
Two Steps To Better Composition, 1968
You Can Write, 1967

Benefic Press
With Athletes and Artists, 1968
With World Heroes, 1969

Century Consultants, 1968
Behind the Scenes
Chilling Escape
The Big Break
Deadline For Time
Dognappers
Hundred-Milers
Loud and Clear
Operation Phoenix
The Peculiar Lawn Mower
Pedro's Secret
A Place For Joe
Racing the Salt
Rescue On the Mountain
Viceroy's Daughter

Children's Press
Casebook of Sherlock Holmes
The Call of the Wild
The Heroes
The Jungle
Merry Adventures of Robin Hood

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Children's Press (continued)
- Paul Bunyan
- Pinocchio
- Swiss Family Robinson
- Treasure Island
- The True Story of Series, 1964
  - Albert Einstein
  - Captain Scott
  - Cecil Rhodes
  - David Livingston
  - Lawrence of Arabia
  - Napoleon
  - Queen Victoria
  - Sir Francis Drake
- 20,000 Leagues Under the Sea, 1968
- The Virginian

D. C. Heath
- Silver Web, 1968
- Teenage Tales Series
- Treasure Gold, 1968

Field Educational Publications, Inc.
- Adventures in Apacheland
- The Americans All Series, 1969
- The Checkered Flag Series, 1967
- The Checkered Flag Series, 1969
  - Bearcat
  - 500
  - Flea
  - Grand Prix
  - Riddler
  - Scramble
  - Smashup
  - Wheels

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Field Educational Publications, Inc. (continued)
- The Deep-Sea Adventures Series, 1968
- Desert Treasure, 1966
- Morgan Bay Mysteries, 1965
- The Mysterious Swamp Rider
- Reading Motivated Series, 1966
- The Secret of Lonesome Valley
- Wildlife Adventure Series, 1966

Harcourt, Brace, and World
- First Splendor, 1968
- Much Majesty, 1968
- Wider Than the Sky, 1968

Harper and Row
- Compass Points, 1969, (teacher's manual) (literature)
- From Actors to Astronauts, 1964
- From Coins to Kings, 1964
- From Pilots to Plastics, 1969
- Searchlights on Literature, 1969 (teacher's manual and workbook)
- Torchbearer Library, Sets I and II

Holt, Rinehart, and Winston
- Holt Impact Series, 1968
- Holt Intermediate Dictionary of American English
- Literature I, 1968 (teacher's manual)
- Literature II, 1968 (teacher's manual)
- Sounds of a Distant Drum, 1967
- Sounds of Mystery, 1967

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Holt, Rinehart, and Winston (continued)
- Sounds of a Young Hunter, 1967
- Winston Dictionary For Schools
- Wise Owls
- Young Owls

Houghton Mifflin
- Exploring Literature, 1968 (teacher's manual)
- Discovering Literature, 1968 (teacher's edition and workbook)
- The Red Badge of Courage, 1964
- Shane, 1964
- Swiftwater, 1964
- Tale of Two Cities, 1962
- Treasure Island, 1962

Laidlaw
- Courage and Adventure, 1964
- New Horizons I, 1964
- New Horizons II, 1964
- Words With Wings, 1964

Lyons and Carnahan
- Better Than Gold and Other Stories, 1966
- New Horizons
- New Roads, 1965
- Phonics We Use Workbook F and G, 1966
- The Thousand Voices of Timothy Reece, 1969
- Three Green Men and Other Stories, 1966
- Unwilling Witch, 1969

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Macmillan
- Advanced Reading Skills, Book 1 and 2
- Gateway English Series, 1968
- Macmillan Spectrum of Skills, 1967
- Macmillan Spectrum of Books, 1965
- Webster's New World Dictionary - Elementary Education

McGraw-Hill
- Focus - Themes in Literature, 1969 (teacher's manual)
- Perception - Themes in Literature, 1969 (teacher's manual)

Merrill
- Bright Beacons, 1968
- Exploring Today
- Far Horizons, 1968
- Merrill Mainstream Paperback, 1968
  - Against the Odds
  - Courage Under Fire
  - In New Directions
  - People Like You
  - They Were First
- Pat the Pilot
- Tom Trot

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Noble and Noble
Falcon Paperbacks, 1967-68
A Choice of Weapons (and other titles of series)
Fail Safe
Go Up For Glory
I Always Wanted To Be Somebody
Time 4, science-fiction
A Tree Grows In Brooklyn

Open Court
Awake to Worlds Unfolding
But Life Is Calling You, 1967

Portal Press
The Springboard Series: Reading Laboratory
I and II, 1967-68

Prentice-Hall
Be A Better Reader, Foundations B,C, Book I and II

Reader's Digest
Improve Your Reading, Part I, 1967
Improve Your Reading, Part II, 1967
Reading Skill Builder, 1967
Reading Skill Practice Pad, 1968
Science Reader Blue Book, 1963
Science Reader Red Book, 1964

TEXTS: (continued)

ENRICHMENT AND SUPPLEMENTARY (continued)

Science Research Associates
Dimensions In Reading Lab. (An American Album)
Pilot Library Laboratory, 1969
Pilot Library Laboratory, IIIb, 1969
Reading Laboratory IIa, 1969
Reading Laboratory IIIa, 1969

Scott, Foresman
Advanced Junior Dictionary
Bright Horizons, Book 5 and 6
Reflections On A Gift of Watermelon Pickle Poems, 1966

Steck-Vaughn
Activities For Reading Improvement, Book 1-3
The Human Values Series, 1967
New Goals In Reading Workbook

Economy Company
Into Wide Worlds, 1965
Through Broad Fields, 1965

LANGUAGE EXPERIENCE

Encyclopaedia Britannica
Language Experiences in Reading, 1967

Macmillan
Advanced Skills in Reading III (teacher's manual)

TEXTS: (continued)

LANGUAGE EXPERIENCE (continued)

Portal Press
The Springboard Series: Motivation Program I and II, Grade 7 - 8, 1968

Science Research Associates
Reading Laboratory Series

LINGUISTIC

Merrill
Merrill Linguistic Readers, Book 5 and 6

PROGRAMMED INSTRUCTIONAL MATERIAL

Encyclopaedia Britannica
Language Experiences in Reading, 1967

Macmillan
Spectrum of Skills, 1967

Portal Press
The Springboard Series: Motivation Program I and II, 1968

Science Research Associates
Reading Laboratory Series

TRANSPARENCIES:
No Recommendations

READING MULTIMEDIA ADOPTION
LEVELS 9-12

AUDIO-VISUAL MATERIALS:
No Recommendations

EQUIPMENT:
See Level 1 - applicable to all grades

FILM LOOPS:
No Recommendations

FILMS:

16mm

Av-ed
- Advanced Phase Reading, #7,8,12
- What Did You Read?

Clark County School District Film Center
- Developing Reading Maturity - Comparative Reading, F0685
- Developing Reading Maturity - Critical Evaluation, F0694
- Developing Reading Maturity - Interpreting Meaning, F0692
- Developing Reading Maturity - The Mature Reader, F0691
- Reading Improvement - Comprehension Skills, F5128
- Reading Improvement -Defining the Good Reader, F5129
- Reading Improvement - Effective Speeds, F5130

FILMS:

16mm (continued)

Clark County School District Film Center (continued)
- Reading Improvement - Vocabulary Skills, F5131
- Reading Improvement - Word Recognition Skills, F5132

Coronet
- Word Recognition Skills

Encyclopaedia Britannica
- The Cherry Orchard
- The Doll House
- Great Expectations

McGraw-Hill
- David Copperfield, 1967
- Days of Dylan Thomas
- A Dickens Chronicle, 1963
- George Bernard Shaw
- Hemingway, Parts I-II, 1962
- Herman Melville's "Moby Dick"
- Mr. Dickens of London, 1968, Parts, I,II,III
- Mark Twain, 1963
- Mark Twain's America, 1960
- The Poet's Eye - A Tribute to Shakespeare
- Shakespeare - Soul of An Age, Parts I,II, 1963
- A Tale of Two Cities, 1967
- 20,000 Leagues Under the Sea, 1967
- Wuthering Heights, 1967

FILMS: (continued)

16mm (continued)

Sterling
America: History of Motion Pictures

FILMSTRIPS:
No Recommendations

KITS:

Addison Wesley
Reading Development Kit A and B, 1969(remedial)
Reading Development Progress Records and
Informal Reading Development Inventory
accompany kit
Reading Development Kit B and C, 1969 (developmental)
Reading Development Progress Records and
Informal Reading Development Inventory
accompany kit

McGraw-Hill
Classroom Reading Clinic (remedial)

Science Research Laboratories
Dimensions in Reading Series (remedial)
Pilot Library IIIB (remedial)
Reading Laboratory Series (IVA) (advanced)
Reading For Understanding (advanced)
(General and Senior Edition)

Scott, Foresman
Tactics in Reading I and II

RECORDS, RECORD AND FILMSTRIP SETS:
No Recommendations

TAPES:
No Recommendations

TEXTS:

DEVELOPMENTAL

D. C. Heath
Teenage Tales 1-6 and A,B,C, 1964-66
(+ teacher's manual)

Harper and Row
Scope 1,2,3,4 - 1967
Teachers Guide Scope, 1,2,3,4

Hayden Book Company
Introduction to the Play, 1969
Introduction to the Poem, 1965
Introduction to the Short Story, 1965

Holt, Rinehart, and Winston
At Your Own Risk, 1963 (+ teacher's manual
and recordings)
Cities, 1963 (+ teacher's manual and recordings
Conflicts,1963 (+ teacher's manual and recordi
Increasing Reading Efficiency, 1964
Introducing Poetry, 1964, (+ teacher's manual)
Introducing the Drama, 1963 (+ teacher's
manual)
I've Got A Name, 1963 (+ teacher's manual
and recordings)

TEXTS: (continued)

DEVELOPMENTAL (continued)

Holt, Rinehart, and Winston (continued)
- Larger Than Life, 1963 (+ teacher's manual and recordings)
- A Search For Awareness
- Short Stories, 1963 (+ teacher's manual)
- Some Shapers of Men, 1968
- Tragedy, History, and Romance, 1968 (+ teacher's guide)

Houghton Mifflin
- Designs For Reading Plays, 1969
- Designs For Reading Poems, 1969
- Designs For Reading Non-Fiction Prose, 1969
- Designs For Reading Short Stories, 1969
- English Literature, 1968 (+ teacher's manual)
- Insights Into Literature, 1968 (+ teacher's kit)
- Values In Literature, 1968 (+ teacher's kit)

Macmillan
- Advanced Skills In Reading, 1967 (+ teacher's edition)

McGraw-Hill
- American Literature - Themes and Writers, 1966 (+ teacher's manual)
- City Limits I, 1968
  - Angelita Nobody
  - Chico, 1967
  - Cry, Baby!
  - The Heist
  - The Long Haul
  - Take the Short Way Home

TEXTS: (continued)

DEVELOPMENTAL (continued)

McGraw-Hill (continued)
- Encounters - Themes in Literature, 1967 (+ teacher's manual)
- The Everyreader Series
  - Ben Hur
  - Bob, Son of Battle
  - Call of the Wild
  - Cases of Sherlock Holmes
  - The Count of Monte Cristo
  - The Flamingo Feather
  - The Gold Bug and Other Stories
  - Greek and Roman Myths
  - Indian Paint
  - Ivanhoe
  - Juarez, Hero of Mexico
  - King Arthur and His Knights
  - Men of Iron
  - On Jungle Trails
  - Robin Hood Stories
  - Simon Bolivar
  - A Tale of Two Cities
  - To Have and to Hold
  - The Trojan War
  - Wild Animals I Have Known
- Insights - Themes in Literature, 1966 (+ teacher's manual)
- Reading Shelf I, 1968
  - Anything Can Happen
  - Ax
  - Call of the Wild
  - The Knife
  - Marty/Printer's Measure

TEXTS: (continued)

DEVELOPMENTAL (continued)

McGraw-Hill (continued)
Reading Shelf I, 1968 (continued)
Ramblers, Gamblers, and Lovers
Requiem For a Heavyweight
Short Stories By Edgar A. Poe
Stories By Jesse Stuart
The Year the Yankees Lost the Pennant
Western Literature - Themes and Writers, 1967
(+ teacher's manual)

Merrill
Merrill Linguistic Reader

New Dimensions In Education, Inc.
The Name of the Game Program

Noble and Noble
American Literature, 1968 (+ teacher's guide)
Crossroads Series, 1st ed.
English Literature, 1968 (+ teacher's guide)
The Experience of Literature, 1968 (hardback)
(+ teacher's guide)
The Experience of Literature, 1969 (paperback)
(+ teacher's guide)
Falcon Books Series (Go Up For Glory), 1967

Prentice-Hall
Be A Better Reader, 1963 Books III,IV,V,VI (+ teacher's guide for each)
Power and Speed In Reading, 1956 (teacher's manual)
Reading Skills, 1953 (teacher's manual)

TEXTS: (continued)

DEVELOPMENTAL (continued)

Reader's Digest
Best Loved Books For Young Readers, #7,8,9 - 1968
Help Yourself to Improve Your Reading, 1968
Parts 1,2,3,4
Reader's Digest Advanced Reading Skill Builder
Reader's Digest Reading Skill Builder

Science Research Associates
How to Improve Your Reading, 1963 (paperback)

Scott, Foresman
Accent, U.S.A., 1965
In Orbit, 1966
On Target, 1963
Perspectives, 1969
Reflections On A Gift of Watermelon Pickle
Poems, 1966
Thrust, 1969
Top Flight, 1961
What's Happening?

Silver Burdett
Success in Reading - Books 1-6, 1968
(+ teacher's edition)

Xerox Corporation
The Way It Is, 1967
Breaking Out
Catch the World
Day Comes After Night

TEXTS: (continued)

DEVELOPMENTAL (continued)

Xerox Corporation (continued)
The Way It Is, 1967 (continued)
Face It, Baby
Keep the Cool
Make Your Move
No Way to Go
O.D.
Waiting For the Man
The Way It Is - Learner Log
The Way It Is - Teacher's Handbook

REMEDIAL

American Education Publications
Know Your World
You and Your World

Century Consultants
Learning to Read While Reading to Learn Series, 1967-68 (teacher's guides for all titles)
Behind the Scenes
The Big Break
Chilling Escape
Deadline For Time
Dognappers
Happy the Hippo
Hundred Milers
Loud and Clear
Operation Phoenix
The Perculiar Lawn Mower
Pedro's Secret

TEXTS: (continued)

REMEDIAL (continued)

Century Consultants (continued)
A Place For Joe
The Purple Snail
Racing the Salt
Rescue On the Mountain

D. C. Heath
Teenage Tales A,B,C, Books I,II,III,IV,V,VI, 1966

Expression Company
Better Speech and Better Reading, 1967

Field Educational Publications, Inc.
Checkered Flag Series, 1967-68
(+ filmstrips, records, and teacher's guide)

Follett
Learning Your Language/One, 1964
(Series of 6 booklets, teacher's guide, student comprehension check workbooks)
Learning Your Language/Two, 1964
(Series of 6 booklets, teacher's guide, student comprehension check workbooks)
Success In Language and Literature/A
(Series of 8 booklets, teacher's guide, student comprehension check workbooks)

Harper and Row
Language In Your Life
Scope - Books I,II,III,IV, 1965-67

TEXTS: (continued)

REMEDIAL (continued)

Holt, Rinehart, and Winston
Holt's Impact, Level I

Laidlaw
New Horizon Books, 1,2,3

Macmillan
Decoding For Reading, 1969
Readalong Book I and II (include records and teacher's guide)
Gateway English Series, 1968-69, Grade 7, Level II
Creatures In Verse
Striving
Two Roads to Greatness
A Western Sampler
Gateway English Series, Grade 8, Level I
Coping
A Family Is a Way of Living
Stories In Song and Verse
Who Am I?

McGraw-Hill
City Limits, I
Everyreaders Series
Reading Incentive Series, 1968 Book 1-5
Reading Shelf I
Step Up Your Reading Power, 1966 Books A,B,C,D,E
What Job For Me? Series, 1966 (18 books)

Merrill
Merrill Linguistic Readers, Books A,B,C,D
Merrill Mainstream Books, 1967-68 (5 titles)

TEXTS: (continued)

REMEDIAL (continued)

New Dimensions In Education, Inc.
The Name Of the Game Program

Noble and Noble
Crossroads Series, 1968-69
Falcon Books Series

Portal Press
Springboards, 1968

Reader's Digest
Help Yourself to Improve Your Reading, Parts 1,2,3,4 - 1968

Science Research Associates
Guidance Series Booklets
Streamline Your Reading
How to Become a Better Reader
How to Improve Your Reading
Studying a Textbook, 1966 (workbook)
You Can Read Better

Silver Burdett
Success in Reading Series, 1967

TEXTS: (continued)

REMEDIAL (continued)

Xerox Corporation
The Way It Is, 1967
Breaking Out
Catch the World
Day Comes After Night
Face It, Baby
Keep the Cool
Make Your Move
No Way to Go
O.D.
Rumble Tonight
Waiting For the Man
The Way It Is - learner log
The Way It Is - teacher's handbook

EPILOGUE

To start this year off I would like to share with you some letters that express so well how teachers feel about their work. I have enjoyed them, and I know that you, too will find inspiration in them.

Katherine Reeves asked her pupils at Cornell to put down "what they believe in (at the moment) and what they would try to live by in the classroom." Here is one of the pupil's response to Miss Reeves' assignment.....

------ They have asked me to write of my present philosophy of education.

Of my beliefs I can tell them
only as I now know them:
That each child I will ever meet or teach
is the most important thing I will know.
That I will strive every day
to make each child a happier person.
That, no matter what, I shall never
concede
to petty feelings--
They corrupt not only the teacher,
but the child as well.
That whatever the child has to offer
I will accept and recognize
as the greatest gift I can ever receive.

That I will try to give each child
the ability to offer more
That I will do this by making each
child aware,
aware of every bit of world.
I will live each day that I have with
the children to the fullest
and hope that they will learn to live
that way with me.
I believe that there is nothing
that a child cannot learn,
and I will want to make him want to
learn everything.

There is not any one thing
I can teach a child --
except to teach him to want to learn.
And I want to preserve each child's
childishness.
I am young.
I have much to learn.
By learning from "my children"
I will someday have much to say.
But now
I have little to say.
There --
I've said it.

Gail Glueck Bernstein

WITH EYES THAT SEE

Look well, Oh Teachers, at each girl
and boy
The State is now entrusting to your
care;
Look well, and pray that you have
eyes to see
The gifts they hold so lightly, un-
aware
That in themselves are talents yet un-
dreamed --
Those dormant possibilities that lie
By none perceived, perhaps, except
by you,
And which, save for your seeing,
might so die.
On all of these look well indeed, and
note
Which sleeping talents you must stir
to wake;
And, as you sense them, you will
sense their need
Which you must serve, for your, and
for their sake.
And when the world your debtor is
become,
Because you found this power and
helped it grow,
Your real reward for teaching has
been paid;
As all who truly teach will ever
know.

Ivah Green

TO MY CHILD'S FIRST TEACHER

This girl of mine will be your part-
time child,
And I shall miss her while she is with
you.
Not quite a cherub, neither is she
wild.
And impish, knocking peace of mind
askew.
Exuberance and zest are part of her,
A hope, a skip, and smiles of
happiness;
Her innocence is wonderous and
demure,
And her imagination--fathomless.
Be firm, but not unyielding; temper
work
With patient manner, kind and gentle
ways;
Within you let no prejudices lurk;
Be generous with true, deserving
praise.
Because I love my child, I humbly ask
That God will guide you in this noble
task.

Donna Elling

TEACHER'S NOTES